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ABSTRACT

The manual offers a systematic set of procedures and relevant information to facilitate effective use of the Anchorage school district (ASD) bilingual education program (BEP). The historical background of the program's development is presented, available manuals for teaching English to limited English proficiency (LEP) students and related literature are reviewed, and steps in developing this manual are outlined. Further research is recommended, particularly in the area of test development for the skills included in the program. Improved dissemination of materials to bilingual educators is also encouraged. The ASD BEP Scope and Sequence, K-3 (a list of minimum competency skills required of LEP students in order to mainstream them into the regular classroom) is appended, along with procedures for using the list, selected teaching strategies, activities, materials, and bibliographies. (MSE)

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A MANUAL FOR THE ANCHORAGE SCHOOL DISTRICT BILINGUAL EDUCATION PROGRAM REVISED SCOPE AND SEQUENCE, K-3

by
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A thesis submitted to the Graduate Faculty of Alaska Pacific University
in Partial Fulfillment of the requirements for the Degree of

Master of Arts in Teaching

APPROVED BY THESIS COMMITTEE:

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To my loved ones

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A MANUAL FOR THE ASD BEP REVISED

SCOPE AND SEQUENCE, K-3

ABSTRACT

This thesis presents a manual for the Anchorage School District (ASD) Bilingual Education Program (BEP) Revised Scope and Sequence, K-3, which is a list of minimum English competency skills required of a primary Limited-English proficiency (LEP) student enrolled in the Program in order to mainstream him/her into the regular classroom.

The Manual for the ASD BEP Revised Scope and Sequence, K-3 is a systematized body of procedures and relevant information designed to facilitate the effective use of the Scope and Sequence. Included in this document are the ASD BEP Revised Scope and Sequence, K-3, procedures for administering the ASD BEP Revised Scope and Sequence, K-3, selected teaching, strategies, activities and materials to use with the Scope and Sequence and bibliographies of recommended reading and resources available at the ASD BEP resource center.

The thesis also discusses the historical background of the ASD BEP Revised Scope and Sequence, K-3, a review of available manuals for teaching English to LEP students and other related literature, and the different measures taken toward the actual development of the said Manual.

While the manual itself proves valuable to those bilingual tutors who have a limited background on the teaching of English to LEP students, the thesis recommends further work particularly in the areas of developing tests for the skills included in the Scope and Sequence and disseminating the material to other bilingual educators.

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CHAPTER 1

STATEMENT OF NEED

The history of bilingual-bicultural education in Alaska's elementary and secondary schools is little more than a decade long. In 1971 Alaska, along with many other states, changed its laws and required local districts with students whose first language is not English to provide instruction in languages other than English (Lilagan, 1982a). By 1981-82, thirty of Alaska's 52 school districts had implemented bilingual-bicultural programs that were transitional, full or partial maintenance in nature (Travis, 1982).

The Anchorage School District, in 1976, was one of the first school districts in Alaska to establish a Bilingual Education Program (Bilingual Education Program Staff Handbook, 1979). Transitional in nature and based upon the philosophy that "...equal education is the right of every student and that bilingual-bicultural education is the most appropriate and meaningful approach when the student's lack of success in school directly relates to a different linguistic and cultural background..." (Title VII Application, 1979-80:35), its major objective is to meet the special needs of Limited-English Proficiency (LEP) students (Lilagan, 1982b).

However, during its embryonic stage, the Anchorage School District (ASD) Bilingual Education Program (BEP) encountered several difficulties.

In 1976-77, its initial year, its total funding came to only $60,000. With a handful of tutors and one Quality Assurance Specialist, 361 students were served who spoke Korean, Filipino, Thai, Spanish, Japanese and Vietnamese (Anchorage School District Bilingual Education Program Final Progress Report, 1981).

In addition to the need for qualified personnel, much-needed relevant instructional material was also unavailable, thus making the task of serving LEP students' needs extremely difficult.

To remedy these problem areas, within the next three years, the ASD BEP expanded its services to include the hiring of resource teachers to assist tutors in carrying out the objectives of the program and to act as liaisons between the central staff and the schools. A career-training program was also initiated for the BEP staff, and a curriculum resource center was established.

During the school year 1979-80, while employed as a Resource Teacher, I began the task of gathering and analyzing all the materials available at the Resource Center in an attempt to search for answers to a frustrated tutor's questions concerning the making of lesson plans for his students.

Among the materials used by the BEP at the time was System FORE (Fundamental Operations, Resources and Environment, 1973) developed by the Northwest Regional Educational Laboratory in Portland, Oregon. A diagnostic tool, it spanned four components of language: phonology, morphology, syntax and semantics. Also available to the BEP was RISE (Reading Instruction Steps in the Elementary Grades, 1978), a project of the ASD. The BEP Curriculum Resource Center was only in its early development and the materials available were minimal, ranging from a few English translations of children's literature books written in languages other than English to a number of vocabulary builders.

Armed with these materials, including a copy of the Tacoma Public Schools Learner Outcomes, a compilation of behavioral expectations of students, K-6, I proceeded to make a survey of their commonalities and compiled a list of all the teaching items that appeared most frequently. Studying these materials and comparing them with one another showed that several lexical items such as colors,

numbers, etc. appeared regularly in the different vocabulary-building texts. Furthermore, the language skills appearing in System FORE also appeared in RISE or Walter Barbe's Competencies for Reading (Walter Barbes's Educator's Guide to Personalized Instruction, n.d.) (i.e., skills such as identifying consonant letters and sounds are common to all three). I simply made a list of all the teaching items that were common to most of the materials available and that appeared most frequently. The result was a collection of skills akin to a syllabus which I then graduated according to grade levels K-6 using the Tacoma Public Schools Learner Outcomes as the basis for my grouping. To further simplify the bilingual tutor's use of these materials, I also arranged the items in three categories: Essential Vocabulary, Scope and Sequence, and System FORE (See Appendix A).

The first column, Essential Vocabulary, lists not only items found in most of the vocabulary-building texts available at the ASD BEP Resource Center at the time but also those items deemed necessary for the LEP students to be able to function effectively within in the school environment (e.g., personal information, classroom directions, personal needs, etc.). The second column, Scope and Sequence, is the result of combining commonalities between two significant resource materials: The System FORE and the Tacoma Public Schools Learner Outcomes.

Because the ASD BEP staff was using System FORE during that time, a column for System FORE was included to provide the bilingual tutor easy access to the skills provided for in the System FORE Manual.

A year later, after much consideration and discussion with ASD BEP Coordinator Tsuguo Arai and ASD BEP Special Services Teacher Vicki Ross, the ASD BEP central staff, upon Tsuguo Arai's recommendation, decided that the initial version of the Scope and Sequence, then simply referred to as Skills Charts, be revised to make it a more effective resource for the BEP staff. Working under an addendum contract, I undertook the task of further research to assist me in deciding what modifications to make on the initial version including the addition of new items if deemed necessary.

Several meetings with Tsuguo Arai and Vicki Ross on the subject of revising the Skills Charts resulted in the decision to delete the System FORE column and integrate the System FORE Skills into the body of the Scope and Sequence. In addition to this major change in the design of the Skills Charts, it was also agreed that a better title for the Skills Charts would be the Anchorage School District Bilingual Education Program Scope and Sequence since the material covered LEP student expectations at different grade levels (See Appendix B).

I then considered changing the headings of the three columns of the Scope and Sequence into Phonology, Lexicon and Syntax. The obvious difficulty in measuring semantic proficiency, which is interpretive, or a result of one's own interpretation or explanation of word meanings and their functions, led me to exclude it from the Scope and Sequence. Instead, the Essential Vocabulary column, now called Lexicon, was retained. Furthermore, because of time and funding constraints, the revised Scope and Sequence extended only to Grade 3. The end product now bearing the title ASD BEP Scope and Sequence, K-3 consists of a set of graduated minimum English language competency skills categorized into Phonology, Lexicon and Syntax.

That same year, I conducted a survey in an attempt to assess the effectiveness of the ASD BEP Scope and Sequence, K-3 (See Appendix C). Results of this survey, which will be discussed in more detail in Chapter Three, revealed that the majority of the BEP staff are interested in the Scope and Sequence and that most of them are using the material and would like to see some type of assistance to make its use more effective.

These results and the outcome of informal interviews with Tsuguo Arai, Bilingual Coordinator, Vicki Ross, Bilingual Teacher Expert, Patricia Nichols, English as a Second Language (ESL) instructor at Alaska Pacific University, and other bilingual educators

strongly indicated that to maximize the use and effectiveness of the Revised Scope and Sequence, K-3, a systematic process to aid teachers and tutors in using the Scope and Sequence should be instituted. The technique easiest to use and promoting the greatest availability was determined to be a manual which could be used independently by teachers and tutors to assist them in the effective use of the ASD BEP Scope and Sequence, K-3.

The purpose of this thesis is thus to provide a Manual for the Bilingual Scope and Sequence, K-3 in order to carry out the objectives of the ASD BEP effectively.

Importance of the Thesis

The Manual for the ASD BEP Scope and Sequence, K-3 has been designed to provide systematic guidance to the members of the ASD BEP staff so that they may be able to teach the necessary skills and capabilities identified in the ASD BEP Scope and Sequence, K-3, needed by the culturally and linguistically different students in the district in order to mainstream them.

This manual will include (1) explanations of the procedures in administering the Scope and Sequence, K-3, (2) sample lesson plans, (3) descriptions of teaching strategies, activities and suggestions to facilitate the effective use of the ASD BEP Scope and Sequence, K-3 and (4) selected materials to use with the ASD BEP Scope and Sequence, K-3.

Scope and Delimitation

This thesis is limited to the presentation of a Manual for the Anchorage School District Bilingual Education Program Scope and Sequence, K-3.

Methodology

The descriptive research design using the normative survey method was used in gathering the data needed in this thesis. Observation and informal interviews were also used in addition to library research and documentary analysis.

The questionnaire to determine the extent to which the revised Scope and Sequence is being used by the ASD BEP staff was one of the tools used in the data-gathering process. The data were tallied, and corresponding tables were constructed to make them more meaningful.

Related literature on manuals for teaching English as a Second Language to primary school age children have been the sources of materials for this work.

The Goals and Objectives of the Thesis

Since the most important component of the Manual is the revised Bilingual Scope and Sequence, K-3, which is a graduated list of language skills categorized into phonology, lexicon and syntax, this Manual accordingly attempts to assist the bilingual tutor or teacher in gaining a basic knowledge of the teaching strategies, activities and materials to use in teaching phonology, lexicon and syntax.

CHAPTER 2

REVIEW OF LITERATURE

Introduction

This chapter discusses the results of library research and documentary analysis of related literature on Manuals for Teaching English as a Second Language to primary school age children.

Related Literature

A search through the ERIC system for related literature on Teaching English as a Second Language to primary school children yielded 36 publications, several of which were concerned with reading, bilingual education, testing and language acquisition. Only five were somewhat of the type or similar to the manual which is the subject of this thesis. Of these five, only four were available for study.

One of the four reviewed thoroughly is Guides for Teaching English as a Second Language to Elementary School Pupils (Wilson et. al., 1968), a summary of a project to develop guides for teaching English as a Second Language (ESL) to elementary school pupils. Another is

Interdisciplinary Oral Language Guide - Primary One (Robinett et. al., 1970), a language problem guide for teachers of primary children whose native language is Spanish or of children who are limited in their command of English. The third is Minimum Teaching Essentials: Grades K-2 (New York City Board of Education, 1979), a bulletin presenting the minimum in basic skills and knowledge in art, bilingual education, career education, foreign language, health education, library media, mathematics, music, physical education, science, social studies and communication arts which must be taught to New York City students in Grades K-2. The fourth is Navajo Area Language Arts Project (NALAP) Book 1 (Eby et. al., 1973), a volume of instructional materials for the first year to year and a half of teaching ESL to Navajo children. The fifth, which is not available, except perhaps at its source of publication, is Handbook for Language Arts: Pre-Kindergarten, Kindergarten, Grades One and Two (New York City Board of Education, 1966), one of a series of five language arts guides specifying materials in listening, speaking, reading, writing and literature.

The stated purposes of these publications indicate that they were all designed, with the exception of Minimum Teaching Essentials, Grades K-2, to aid teachers of English to elementary school pupils whose first language is not English. However, their target audiences are varied and highly specific: Minimum Teaching Essentials: Grades K-2 is addressed to administrators, teachers,

parents and other members of the educational community; Wilson's Guides were developed for teachers of English as a Second Language in the elementary school; Robinett's Guide was designed for primary age Spanish background children who have limited control of standard English; and the NALAP materials were developed and based upon the particular needs of Navajo children.

While all these documents present in one form or another a finite set of items to be taught at a particular level, the approach followed by each varies somewhat. Minimum Teaching Essentials: Grades K-2 provides a listing of the minimum basic skills to be taught at a given grade or level. Wilson's Guides include an outline of the sequence of syntactic structures and phonological items for levels 1 and 2. Robinett's Guide contains a vocabulary index. The NALAP materials consist of 86 structural objectives written in terms of observable pupil behavior, each structural objective serving as a guideline from which the teacher develops the lesson plan for instruction.

Of particular interest is Robinett's Guide, in that the content of the oral language lessons is drawn from the areas of social sciences, science and mathematics. Further, because this material was developed for Spanish-language background children, basic concepts and processes from these content areas are integrated with linguistic features identified through a contrastive analysis

of Spanish and English (e.g., the concept of grouping types of foods by origin is introduced in Spanish).

On the other hand, Minimum Teaching Essentials: Grades K-2, draws not only from the three subject areas mentioned above, but also includes components in the areas of art, bilingual education, career education, foreign language, health education, library media, mathematics, music, physical education, science, and social studies and indicates the role each area plays in the total educational process.

The approach that each of these publications has followed in presenting the basic skills to be taught to primary school children, particularly in the field of ESL, is varied.

In their presentations of the instructional materials to be used with the children, each guide, with the exception of Minimum Teaching Essentials: Grades K-2, which simply identifies skills, has provided general statements suggesting the use of different activities to help implement the lessons or objectives defined.

In the NALAP materials, for example, these statements were simply recommendations on the use of dialogues, dramatizations, role-playing, songs, finger-plays, etc. in teaching specific language skills.

Robinett's Guide, however, incorporates not only suggested teacher and student activities in the oral language lessons but also adds a Spanish support activity for each lesson which introduces the key concepts in science, social science and mathematics which the student encounters in the corresponding English oral language lessons. This organizational scheme thus ensures that the concepts are familiar to the learner before they are practiced in the new language.

In the Wilson Guides, each lesson includes review and evaluation activities as well as suggestions and recommendations to the teacher in order to guide his or her effective presentation of the material.

Only the NALAP volume has included a separate section on guiding teacher presentation of the materials identified. This section deals with the points determined to be the most crucial in helping the teacher make full use of the materials. There are explanations of the phases of lesson planning, the topics to be considered in setting the stage for the presentation of the lesson, some techniques for correcting errors, ideas on pronunciation and intonation, pacing and mastery of objectives and sentence and word control and the different types of objectives such as structural (i.e., basic and contrast) and situational.

In determining the strengths and weaknesses of a product, I prefer to examine the material in terms of its accomplishing its stated purpose.

A case in point is the Minimum Teaching Essentials: Grades K-2. This publication which has for its purpose the presentation of the minimum basic skills to be taught students in grades K-2, is limited to the presentation of an outline of specific skills in the 11 pre- determined subject areas which must be taught to the children. It does not constitute the full scope of the various courses of study but rather the minimum in skills and knowledge which must be taught within each curriculum area. The sections on child development and work-study skills, while not essential to the purpose of the materials, certainly are beneficial to the teacher. The outline as a whole, however, appears minimally useful for actual teaching.

To continue the discussion of the strengths and weaknesses of the remaining materials, consideration must be made of the diversity of their target audiences which necessarily accounts for the variety of items included in each of them and which also dictates, to a degree, the form in which the materials are presented.

To exemplify, what I find extremely helpful in Wilson's Guides and the NALAP materials is that, because they are all intended for use by teachers of primary age children, the presentation of their content provides not only specific skills to be taught but also suggested activities to teach these skills. Particularly impressive are the clarity and simplicity with which the lessons are presented by Wilson's Guides where objectives and materials are specified, including the straightforward enumeration of procedures to be followed in the actual teaching of the lesson.

Less impressive, however, is the manner in which Robinett in his Interdisciplinary Oral Language Guide-Primary One presents the lessons. While the intent is to illustrate a simplified means of integrating basic concepts and processes with linguistic features identified through a contrastive analysis of Spanish and English by compartmentalizing the said items in boxes drawn in the lesson plan outline, in an attempt to make the lesson presentation clear, the end illustration hardly achieves the desired result.

For example, because each oral language lesson is a combination of prelesson information and the actual lesson, its presentation is divided into a left hand page and a right hand page with the left side containing five boxes designated Linguistic Focus, Linguistic Commentary, Conceptual Focus, Conceptual Commentary and Materials and the right side covering three

activities and a box entitled Take-Off Ideas. The left hand page provides important prelesson information such as language structures and vocabulary for review neatly tucked inside the Linguistic Commentary box, relevant concepts used or to be used in the program in the Conceptual Focus box, a list of conceptual problems within the Conceptual Commentary box and a list of items the teacher needs to prepare in the Materials box. The right hand page, on the other hand, includes two activities containing "new vocabulary items within old language structures and old vocabulary items within new language structures" (Robinett et. al., 1970), a third activity which is a review of the structures and vocabulary contained in the first two activities, and Take-Off Ideas which are suggestions for lesson reinforcement. This arrangement tends to be cumbersome to the teacher who must first direct his or her attention to the format before actually studying the lesson plan to be taught. A preferable design might rather feature the simple but separate presentation of both the prelesson information and the actual lesson. Since the prelesson information serves only as background material for the teacher, excluding it from the oral language lesson will not lessen the impact of the actual lesson presentation. On the contrary, leaving it out of the over-all design of the oral language lesson will reduce the complexity of the format and encourage further use of the material.

The NALAP materials constitute an excellent resource for many teachers. Although the volume is addressed to the needs of Navajo children, the content presented in these materials can be very useful to any English teacher in the primary grades. This is not to say that the lesson plans included in these materials are the best that can be found in the field of ESL but rather that their presentation is such that a teacher deciding to use them might feel that his or her creativity is not stifled. Perhaps the greatest strength of these materials is not in the presentation of the lesson plans but in the inclusion of an implementation guide to help the teacher make full use of the materials. This detailed but easy-to-understand explanation of lesson plans, activities and techniques, types of objectives and other points is essential in helping the teacher use the material effectively.

Clearly much time and effort went into the development of all the resources discussed in this chapter. Committees were formed and assigned related tasks aimed at producing relevant instructional materials for use by English teachers of primary school age children, and a considerable amount of time was spent towards their completion. Yet every one of these teams agrees that materials alone do not guarantee success in teaching the skills specified by each. Much depends upon the "creative skill and dedication of all of us in the educational community" to translate these standards into effective learning (New York City Board of Education, 1979).

Summary

In the light of material I have been able to find, it is evident that there is a paucity of and therefore a need not only for more instructional manuals on the effective use of materials designed to meet the special needs of primary school age children whose language background is not English in their study of English, but also for dissemination and availability of such materials.

CHAPTER 3

METHODOLOGY

Introduction

Developing a manual for the ASD BEP Scope and Sequence, K-3 involved an extensive data-gathering process that included observations, informal interviews, library research, documentary analysis and surveys. This chapter will discuss in detail this process and the various events that led to the development of the manual.

The ASD BEP Scope and Sequence, K-3

The current version of the ASD BEP Scope and Sequence, K-3 is the outgrowth of discussions with ASD BEP Coordinator Tsuguo Arai, ASD BEP Special Services Teacher Vicki Ross, members of the ASD BEP staff and other bilingual educators with whom I have had contact through workshop sessions. It was also the result of further readings on the subject of teaching English as a Second Language in an attempt to improve the quality of bilingual instruction that is being offered by the ASD BEP to the students enrolled in the program.

As was explained in Chapter One, the first version of the ASD BEP Scope and Sequence, K-6, then simply referred to as Skills Charts, consisted of a list of items to be taught the LEP student which were categorized into Essential Vocabulary, Scope and Sequence, and System FORE. A year later, this first version was revised by deleting the columns designated as Scope and Sequence and System FORE and replacing them with Phonology and Syntax while retaining the Essential Vocabulary column, now called Lexicon, thus classifying language skills according to the three components of language. This revision seemed a more logical means of incorporating subsequent relevant materials such as the ASD Language Arts Curriculum and other vocabulary items into the lexicon list. In addition to this major change in the design of the Skills Charts, the title of the list was changed from Skills Charts to Scope and Sequence which is now categorized into Phonology, Lexicon and Syntax. Furthermore, while the first version of the Scope and Sequence was for grades K-6, only grades K-3 were covered by the revised version of the material because of time and funding constraints.

When the revised Scope and Sequence, K-3 was first presented at a workshop during the Seventh Annual Alaska Bilingual/Multicultural Conference (1981), the workshop participants were given first-hand experience with some of the activities and strategies used by members of the ASD BEP in teaching the skills included in the Scope and

Sequence. This presentation was well-received and repeated in two other workshops, the 1982 California Association for Bilingual Education Conference and the 1983 National Association of Bilingual Education Conference. The workshop participants' positive response during these workshops reaffirmed my belief that the Scope and Sequence can be a significant contribution in the field of bilingual education. It also became evident from discussions with various bilingual educators that in order to use this material effectively, there must be a way to disseminate information regarding its existence and an explanation of the different ways in which the material can be used effectively.

The Survey

After the completion of the revised Scope and Sequence in 1981, the ASD BEP decided to use the revised Scope and Sequence, K-3 as one of its core curricula and furthermore added a section to illustrate mastery of skills included in the Scope and Sequence, K-3 in its standard Student Profile Sheet, presumably to help determine the level of a particular student. The material was introduced at the beginning of the school term to members of the BEP staff who were then encouraged to use it as they saw fit. Maximum benefit from the Scope and Sequence, however, could not be derived as the bilingual tutors were left virtually on their own to discover ways to use the material.

Early in 1982, in an effort to ascertain how members of the BEP staff were using the revised Scope and Sequence, I developed a questionnaire aimed at detecting specific areas of progress or difficulty which might have been encountered in using the Scope and Sequence.

This questionnaire included three parts: the first dealt with the degree of interest the BEP staff had in the Scope and Sequence; the second, their individual preference in the use of the Scope and Sequence (i.e., as a guide or reference to measure the student's accomplishments, etc.); and the third, the type of assistance the BEP staff felt they needed in making their use of the Scope and Sequence more effective.

The results of the survey clearly show that the majority of the BEP staff had a keen interest in the Scope and Sequence and had found it helpful in their teaching (see Table 1).

TABLE 1

DEGREE OF INTEREST IN THE SCOPE AND SEQUENCE, K-3

QUESTIONS ON INTEREST	1 NOT AT ALL			2 A LITTLE			3 MODERATELY			4 VERY			5 EXTREMELY		
	No.	%	Rank	NO.	%	Rank	No.	%	Rank	No.	%	Rank	NO.	%	Rank
1. Are you familiar with the Bilingual Scope & Sequence?	0	0	0	0	0	0	5	36	1½	5	36	1½	4	28	3
2. How interested are you in the Scope & Sequence?	0	0	0	1	7	4	3	21	3	6	43	1	4	29	2
3. Are you using the Scope & Sequence?	0	0	0	5	36	1	3	21	3	4	29	2	2	14	4
4. Do you find the Scope & Sequence helpful in your lesson planning?	0	0	0	2	14	4	4	29	2	5	36	1	3	21	3
TOTAL				8	14	4	15	27	2	20	36	1	13	23	3

When asked how they were using the materials, 79% said that they were using it as a guide on how to teach specific skills; 87% said that they were using it as reference on what to teach; 86% said that they were using it as a measure of accomplishment; and 71% said that they were using it as a basis for reteaching, reinforcement and testing purposes (see Table 2).

On the questions regarding the type of assistance they felt would make the use of the Scope and Sequence more effective, 94% of the BEP staff said that an in-service session on how to use it would be effective; all said sample packets of lesson plans on how to use it would be effective; and 93% said demonstration lessons on how to use it would be effective (see Table 3).

Unmistakably, the survey revealed a definite need for systematic instruction on the effective use of the revised Scope and Sequence.

TABLE 2

USES OF THE SCOPE AND SEQUENCE, K-3

QUESTIONS ON HOW THE SCOPE AND SEQUENCE IS BEING USED	1 NOT AT ALL			2 SOMETIMES			3 MOST OF THE TIME			4 ALMOST ALWAYS			5 ALWAYS		
	No.	%	Rank	NO.	%	Rank	No.	%	Rank	No.	%	Rank	NO.	%	Rank
1. Do you use it as a guide on how to teacher specific skills?	1	7	5	2	14	4	4	29	1½	3	21	3	4	29	1½
2. Do you use it as a reference on what to teach?	0	0	0	2	14	4	4	29	2	4	29	2	4	29	2
3. Do you use it as a measure of accomplishment?	0	0	0	2	14	3	3	8	57	3	22	2	1	7	4
4. Do you use it as a basis for reteaching, reinforcement, and testing purposes?	0	0	0	4	29	2	5	36	1	2	14	4	3	21	3
TOTAL	1	2	5	10	18	4	21	37	1	12	22	2½	12	22	2½

TABLE 3

TYPE OF ASSISTANCE TO MAKE THE SCOPE AND SEQUENCE MORE EFFECTIVE

QUESTIONS ON TYPE OF ASSISTANCE TO MAKE SCOPE AND SEQUENCE EFFECTIVE	1 NOT EFFECTIVE			2 LESS EFFECTIVE			3 MODERATELY EFFECTIVE			4 VERY EFFECTIVE			5 MOST EFFECTIVE		
	No.	%	Rank	NO.	%	Rank	No.	%	Rank	No.	%	Rank	NO.	%	Rank
1. In-service on how to use it.	1	7	4	0	0	0	3	21	2½	7	50	1	3	23	2½
2. Sample packets of lesson plans on how to use it.	0	0	0	0	0	0	1	7	3	7	50	1	6	43	2
3. Demonstration lessons on how to use it.	1	7	4	0	0	0	2	14	3	6	43	1	5	36	2
4. Reprinting to make it more attractive and available.	2	14	4½	2	14	4½	4	29	1	3	22	2½	3	22	2½
TOTAL	4	7	4	2	4	5	10	18	2	23	41	1	17	30	3

The Sections of the Manual

The three sections of the Manual as determined by the expressed goals of the manual and the data gleaned from a review of related literature as discussed in Chapter Two, are as follows: The Revised BEP Scope and Sequence, K-3; Procedures for Administering the Scope and Sequence, K-3; Selected Teaching Strategies, Activities and Materials to Use in Teaching Phonology, Lexicon and Syntax.

1. The Revised BEP Scope and Sequence, K-3

   Since the heart of the project is the revised ASD BEP Scope and Sequence, K-3, the manual would be useless without it. It is for this reason that a section on the Scope and Sequence, K-3, is included in the manual.

2. Procedures For Administering the Scope and Sequence, K-3

   To facilitate the use of the Revised Scope and Sequence, K-3, a section is devoted to a detailed explanation of the procedures for administering the Scope and Sequence.

This section outlines the different steps to be followed in using the Scope and Sequence from diagnosing the LEP student's language needs, soliciting the classroom teacher's assistance, to preparing daily lesson plans based on the Scope and Sequence.

3. Selected Teaching Strategies, Activities and Materials to Use with the Revised Scope and Sequence, K-3

a. Selected Teaching Strategies and Activities

Because the primary objective of the manual is to provide assistance to the bilingual teacher/tutor in gaining a basic knowledge of the teaching strategies, activities and materials to use in teaching phonology, lexicon, and syntax which are the key elements of the Revised Scope and Sequence, K-3, a section covering these items is included in the manual.

This section contains brief descriptions of various strategies and activities for use in teaching phonology, lexicon and syntax with suggestions on how to use them.

b. Selected Materials

To minimize the time and effort spent in determining which materials to use in the teaching of skills provided for in the Scope and Sequence, a suggested list of materials available at the ASD BEP Resource Center is included in this section.

These lists are the results of individual research and an informal survey which I conducted during the school term 1980-81 for the purpose of finding out what materials were being used by the BEP staff in teaching the specific skills categorized in the Revised Scope and Sequence, K-3.

The survey was done simply by posing an oral question to the members of the BEP staff to which they responded by submitting lists of the materials they were using in teaching specific language skills.

Summary

In preparing a manual for the ASD BEP Scope and Sequence, K-3, it was necessary first to establish the need for one by studying the response of the members of the BEP staff who were familiar with it. In the actual preparation of the manual, considerations were made of observations of other related literature, also keeping in mind the expressed goals of the manual in determining what sections must be included in the material.

CHAPTER 4

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter summarizes the events and the different procedures involved in the development of a manual for the ASD BEP Revised Scope and Sequence, K-3. Also discussed are various recommendations which are the outgrowth of research and the actual process of preparing the manual.

The ASD BEP Revised Scope and Sequence, K-3

To review, the ASD BEP Revised Scope and Sequence, K-3, the heart of this thesis, is a list of graduated minimum English competency skills required of an LEP student in order to mainstream him/her. Originally referred to as the ASD BEP Skills Charts, K-6, this material, developed during the initial years of the ASD BEP when there was a lack of adequate relevant instructional materials to be used in teaching the LEP students enrolled in the Program, was

intended primarily to assist members of the ASD BEP staff in the preparation and execution of their daily lesson plans addressed to the special needs of their LEP students.

The ASD BEP Revised Scope and Sequence, K-3 was positively received by members of the ASD BEP staff as well as by other bilingual educators who attended workshops presented on the Scope and Sequence at different bilingual/multicultural conferences not only in Alaska, but also in California and Washington, D. C. in 1981, 1982 and 1983.

In 1980-81, to ascertain the effectiveness of the Revised Scope and Sequence, K-3 and to discover any difficulties encountered by the bilingual teachers/tutors in using the materials, I conducted a survey among the members of the ASD BEP staff who were familiar with it. Results of this survey and subsequent discussions with ASD BEP Coordinator Tsuguo Arai, ASD BEP Special Services Teacher Vicki Ross, and other bilingual educators strongly indicated that, while the Revised Scope and Sequence, K-3 is a valuable resource for determining what items and skills to teach the LEP students, the adoption of a systematic process to aid teachers and tutors in using the Scope and Sequence would contribute greatly to maximizing its effective use. It was also determined that the easiest, most readily available technique to bilingual teachers/tutors would be a manual for the ASD BEP Revised Scope and Sequence, K-3.

Such a manual could be used either independently by tutors and teachers or in conjunction with a workshop or other training session.

Related Literature

Since the most logical starting point for developing a manual for the ASD BEP Revised Scope and Sequence, K-3 is to study existing similar manuals on teaching English to primary age LEP students and other related literature, a search through the ERIC system for such publications was conducted. However, of the 36 listed materials, only five of them were comparable to the manual which is the subject of this thesis and of these five, only four were available for study.

While most of these publications were designed to teach English to elementary school children whose first language is not English, their only other similarity rests in the fact that all of them present, in one way or another, a finite set of items to be taught at a particular grade or level. Since their target audiences varied from LEP students to educators and administrators, their approaches to content presentation varied widely as well. Each introduced classroom activities or learning objectives to be achieved by the students, but not all included accompanying explanations or recommendations on how to use them in lesson plans.

The Manual

Based upon the data gleaned from the review of literature related to the manual for the ASD BEP Scope and Sequence, K-3 and a consideration of the expressed goals of the manual, it was determined that the manual must include the following sections: a detailed explanation of the procedures for administering the Scope and Sequence, K-3 with sample lesson plans; brief descriptions of various strategies and activities to use in teaching phonology, lexicon, and syntax; and a list of selected materials available at the ASD BEP resource center which can be used to teach the skills included in the ASD BEP Revised Scope and Sequence, K-3.

Recommendations

1. Further Research and Materials Dissemination

The most notable discovery resulting from the review of related literature is the paucity of guides or manuals of the type developed here. Therefore, a great need exists for not only more instructional manuals on the effective use of materials designed to meet the special needs of primary school age children

whose language background is not English in their study of English, but also for dissemination and availability of such materials.

Obviously, further research of this kind is not only encouraged but is necessary, in view of the increasing emphasis on appropriate education for students with diverse linguistic and ethnic backgrounds.

Further, it is recommended that this manual be made available first to the members of the ASD BEP staff, then, as the opportunity exists, to other bilingual educators through workshop presentations.

2. Development of Tests

Ultimately, the measure of the significance of any materials lies in their contribution towards a measurable goal.

Therefore, the development of testing instruments for both placement and proficiency purposes would greatly contribute significantly to more uniform use of the Scope and Sequence, K-3. While such a task represents a major undertaking, the resulting convenience and consistency in use of the instrument would certainly justify the effect.

Conclusion

The manual for the ASD BEP Revised Scope and Sequence, K-3, as presented in Appendix D, should be of value to members of the ASD BEP staff, and to tutors and teachers in other bilingual education programs as well. Since the second language learning/teaching process is far from static, however, periodic revisions seem appropriate and indeed are envisioned. Users of this manual are, therefore, invited and encouraged to submit comments and suggestions to me. The end result should be more effective, successful learning experiences for all children.

APPENDIXES

APPENDIX A

ASD BEP SKILLS CHARTS, K-6

ANCHORAGE SCHOOL DISTRICT
BILINGUAL EDUCATION PROGRAM
Skills Chart, Category A & B, Grade K

ESSENTIAL VOCABULARY

1. Personal information
   a. name
   b. address
   c. phone number
2. Introductory Phrases
3. Classroom Directions
   a. left-right
   b. top-bottom
   c. point to
   d. in-put
   e. draw line under
   f. draw line to
   g. circle and X
   h. yes and no
   i. on
   j. over-under
   k. beginning-middle-ending
4. Parts of the Body
   a. head
   b. hair
   c. eyes
   d. ears
   e. nose
   f. mouth
   g. neck
   h. chest
   i. arms
   j. elbow
   k. hands
   l. fingers
   m. legs
   n. feet
   o. knees
   p. back
5. Needs
6. Colors
7. Numbers 1-10
8. Shapes and containers
9. Words most commonly used in Reading and Writing:
   a. the
   b. and
   c. to
   d. a
   e. you
   f. is
   g. not
   h. on
   i. he
   j. go
   k. I
   l. in
   m. it
   n. we
   o. will

SCOPE AND SEQUENCE

1. Basic geometrical shapes (applies names of □, ○, △, and ▭ to objects).
2. Positional words (spatial concepts up, down, over, under, in front, behind, left, right, before, after, next to, between, first, last, top, bottom, inside, outside, on, in, near, far, high, low)
3. Size, shape, color, texture
   a. describes vocabulary according to.
   b. ability to classify according to.
4. Alphabet
   a. names capital and lower case forms
   b. copies letter forms
5. Primary, secondary, earth colors (identify red, blue, yellow, gray, white, purple, black, brown, green, orange).
6. Likenesses and differences (recognizes likenesses and differences in words and letters).
7. Sequences (recalls objects from memory, in sequence).
8. Initial consonant sounds (associates initial consonant sounds with letters).
9. Numbers
   a. counts 1-10
   b. copies number forms
10. Greater than and less than (knows meaning of).
11. Time words
12. Simple forms (copies □, ○, ▭ and △).
13. Relates thoughts
14. Rhyming sounds (recognizes rhyming sounds in words and verses).
15. Follows directions.
16. Listens.
17. Interprets pictures.

SYSTEM FORE
Levels 1-6

Phonology

a. Discrimination in intonation
   1.1.2 stress and intonational patterns
   1.2.3 intonational patterns
   1.4.5 contrastive stress
b. Sound blending
   1.2.2 sound blending
   1.3.2 sound blending
   1.4.2 sound blending
   1.5 2 sound blending
   1.6.2 sound blending
c. Sound: initial, medial and final consonants
   1.1.1 /n/, /m/, /p/
   1.2.1 /n/, /m/, /p/
   1.3.1 /n/, /m/, /m/, /p/, /h/
   1.4.1 /k/, /f/, /b/, /g/
   1.5.1 /d/, /y/
   1.6.1 /l/, /l blends/, /mg/, /t/, /r/, /r blends/, /dj/, and /ch/
d. Draw recognizable forms
   1.1.3 scribbling, go off page
   1.2.4 scribbling within page
   1.4.8 recognizable pencil or crayon forms
e. Auditory discrimination
   1.3.3 melody patterns
   1.4.4 melody patterns
   1.3.4 environmental sounds
   1.5.3 attentive auditory imitation
   1.6.3 variations in pitch
f. Holds pencil properly
   1.6.4 adult grip of pencil
g. Copy/trace figures
   1.2.5 imitates vertical line
   1.2.6 imitates horizontal line
   1.3.5 copies vertical line
   1.3.7 copies circle
   1.4.6 copies right oblique line
   1.4.7 copies cross
   1.5.5 copies square
   1.5.6 copies left oblique line
   1.6.6 traces diamond
   1.6.7 copies triangle
   1.6.8 copies oblique cross
   1.6.9 copies 3-line cross
h. Knows rhyming words
   1.4.2 likenesses & differences in sounds and similar words
   1.5.4 likenesses and differences in
   1.6.4 paired words

Morphology and Syntax

a. Uses verb tense form
   2-3.3.2 forms of "do"
   2-3.3.3 3rd person singular
   2-3.3.4 regular and irregular past tense
   2-3.5.3 future/present/past
   2-3.6.1 passive tense
b. Singular-plural verb, nouns and pronouns
   2-3.4.4 singular/plural nouns
   2-3.3.4 plurals of nouns
   2-3.5.2 singular/plural of "be"
c. Use of descriptive words
   2-3.2.2 "more", "no more"
d. Uses descriptive words
   2-3.2.2 comparative form of the adjective
   2-3.2.4 determiners
   2-3.1.1 determiners
   2-3.4.1 auxiliary verbs
   2-3.5.5 "so"
   2-3.5.6 "if"
e. Uses contractions
   2-3.3.6 contractions
f. Identifies nouns, pronouns, verbs, adjectives and adverbs
   2-3.4.8 separates verb from adverb
   2-3.4.9 substitutes pronoun in place of subject
   2-3.4.2 derivational ending for nouns
g. Identify prepositions, conjunctions, interjections
   2-3.6.5 conjunction in the subject
h. Use of infinitives in sentences
   2-3.5.4 incorporates infinitives into the sentence

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ANCHORAGE SCHOOL DISTRICT
BILINGUAL EDUCATION PROGRAM
Skills Chart, Category A & B, Grade 1

ESSENTIAL VOCABULARY

1. Clothing
   Shirt, pants, pajamas, hat, skirt, blouse, underwear, dress, shoes, socks, sweater, jacket, coat, bathrobe, slippers and suit
2. Fruits and Vegetables
   apple, banana, bean, strawberry, pear, carrot, orange, pea, potato, tomato, lettuce, onion, corn, grape, lemon and cherry
3. Food
   Meat, fish, fowl, salad, bread, milk, coffee, fruit, tea, cookie, pie, cake, knife, fork, spoon, glass and plate
4. Family
   mother, father, son, daughter, husband, wife, cousin, brother, sister, aunt, uncle, grandmother, grandfather, granddaughter, grandson, niece and nephew
5. Health
   sick, cold, pill, fever, medicine, headache, cut, blood, bandage, shot, sore throat, stomach ache, hear, bone and toothache (use patterns in guide book*)
6. Activities
   to stand (up), to sit (down), to lie down, to walk, to jump, to sleep, to eat, to run, to play, to wash (oneself), to write, to read, to carry, to climb and to talk
7. Numbers
   one, tow, three, four, five, six, seven, eight, nine, ten, fifteen, and twenty-three
8. Telling Time
   twelve o'clock (noon)
   twelve o'clock (midnight)
   on th hour
9. The House
   bathroom, bedroom, roof, closet, window, door, kitchen, stairs, balcony, dining room elevator, floor, garage, patio (yard), living room and wall
10. School
    teacher, desk, ruler, paper, playground, book, chalkboard, pencil, classroom, student (pupil), eraser, clock, gymnasium, map, pen and chalk
11. Miscellaneous
    man, woman, girl, boy, teenager, old, young, baby, short, tall, fat, thin, big, small, pretty and ugly

* See The Vocabulary Builder by D. G. Liebowitz and also Introductory Vocabulary by B. J. Sheedy

SCOPE AND SEQUENCE

1. Alphabet
   a. name capital and lower case forms when presented in random order
   b. write letter forms in random order
   c. select and mark letter dictated, given a group of four
2. Initial consonant sounds
   a. identify
   b. identify words that begin with the same
   c. discriminate in words
3. Initial Digraph (identify in words)
4. Short Vowels (identify a, e, i, o, u in words)
5. Long Vowels (identify a, e, i, o, u in words)
6. Recall
   a. objects from memory
   b. color or picture sequence from memory
7. Patterns
   (complete, repeat or reproduce from memory)
8. Sounds
   a. imitate three different hand-clapping patterns
   b. hear the difference between at least five moderately close sounds
   c. imitate common environmental sounds to their sources
   d. match gross environmental sounds to their sources
   e. distinguish variations in pitch, volume or distance

SYSTEM FORE
Levels 7-10

Phonology

a. Discrimination in intonation **
b. Sound blending
   1.7.1 forming words
c. Sound: initial, medial and final consonants
   1.8.1 likenesses and differences in beginning sounds
   1.8.3 likenesses and differences in final sounds
   1.9.1 uses in medial and final positions: /l/, /l blends/, /ng/, /t/, /r/, /r blend/, /dz/, & /ch/
   1.10.2 discriminates between initial single and blends
d. Draw recognizable forms **
e. Auditory discrimination
   1.8.2 identifies voice pitch changes
   1.8.6 attentive auditory imitation
   1.10.4 detects differences in paired words
f. Holds pencil properly **
g. Copy/trace figures
   1.9.5 copies directional arrows
   1.10.5 copies two-dimensional rings
h. Know rhyming words
   1.7.1 listens and supplies
   1.8.5 rhyming words
   1.10.3 discriminates between rhyming and non-rhyming words
i. Write full name
   1.7.7 writes first name from memory
   1.8.8 copies surname
j. Know alphabetical order
   1.7.2 discriminates letters aurally
   1.7.4 matches letters
   1.7.5 recognizes and writes small letters
   1.7.6 recognizes and writes capital letters
   1.9.2 discriminates letters, aurally
   1.9.3 establishes concept of "alphabetical order"
k. Write short familiar words
   1.9.4 writes correctly spelled, short, familiar words from memory
l. Long and short vowels
   1.8.4 recognizes differences in vowels
m. Copy sentences correctly
   1.8.7 copies words, phrases and sentences from charts, etc.
n. Dictionary skills: looking up words

Morphology

a. Use verb tense form
   2.7.1 uses past tense verb form: see - saw, come - came, give - gave, write - wrote
   2.10.2 uses regular, irregular verb forms
b. Singular-plural verbs, nouns and pronouns
   2.7.2 selects singular, plural forms of verbs, is and are
   2.8.1 identifies singular, plural noun forms
   2.8.2 identifies singular, plural pronouns
   2.8.5 adds "s" to form plural nouns
c. Use of descriptive words
   2.7.1 uses descriptive words to classify
   2.7.4 chooses exact words of description (adjectives)
   2.8.3 identifies action described in pictures
   2.9.1 increases vocabulary of descriptive words through poetry
d. Use determiners, prepositions, conjunctions, auxiliary
   2.7.5 uses structure words in creating stories about pictures
      a. uses determiners
      b. prepositions
      c. conjunctions
      d. auxiliary
e. Form compound words **
f. Use contractions **
g. Syllabication **
h. Use adverbs, adjectives
   2.8.4 uses comparisons - "er" and "est"
i. Identify affixes and root words
   2.10.1 uses "ing" to form new words
j. Add suffixes **
k. Identify nouns, pronouns, verbs, adjectives and adverbs **
l. Identify prepositions, conjunctions, interjections **
m. Use punctuation **

Syntax

a. "S" plurals **
b. Forms of verbs "do" **
c. Use of infinitives in sentences **
d. Write basic sentences
   3.7.1 discriminates between complete and incomplete sentences
   3.7.2 supplies missing words to complete sentences
   3.8.2 associates sentence with group of words that express an idea
   3.10.1 uses complete sentences
e. Social letter writing **
f. Use declarative, imperative, interrogative, exclamatory, sentences
   3.10.2 uses sentences of description
g. Use of conjunction, joining words, phrases and clauses
   3.7.3 identifies first part of sentences as "what" (noun phrase)
   3.7.4 identifies last part of sentence as "what happened" (verb phrase)
   3.7.4 repeats fifteen syllables in meaningful sequence
h. Use of quotation marks in conversation **
i. Business letter writing **
j. Topic sentences in paragraphs
k. Use of basic English pattern **
l. Proof reading skills, changing sentence structure
   3.7.5 understands passive constructions
   3.8.3 unscrambles sentences to form correct subject, verb, object order
   3.9.1 uses capital letters for first word of sentence
   3.9.2 distinguishes between questions and statements
   3.9.3 uses a question transformation
m. Expand sentences **
n. Possessive pronouns
   3.8.1 recognizes and uses possessive pronouns

** These items are not applicable to grade 1.

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ANCHORAGE SCHOOL DISTRICT
BILINGUAL EDUCATION PROGRAM
Skills Chart, Category A & B, Grade 2

ESSENTIAL VOCABULARY

1. The Home
   bathroom, bedroom, roof, closet, window, door, kitchen, stairs, dining room, floor, garage, yard, living room and wall
2. School
   teacher, desk, paper, playground, book, chalkboard, pencil, classroom, student, eraser, clock, gymnasium, map, pen, and chalk
3. Food
   hot dog, steak, salt, pepper, egg, sandwich, sausage, hamburger, ham, cereal, ice cream, sugar, nuts, ice, butter, juice, candy, turkey, salad, coffee and tea
4. Number combinations after 20
5. Telling time on the hour, twelve o'clock (noon and midnight)
6. Animals
   lion, bear, monkey, zebra, camel, shark, elephant, deer, whale, hippopotamus, alligator, rhinoceros, tiger, dinosaur, giraffe and eagle
7. Miscellaneous
   man, woman, girl, boy, old, short, tall, fat, thin, big, small, pretty and ugly

SCOPE AND SEQUENCE

1. Alphabetizing
   a. given five letters, arranges them alphabetically
   b. given five words, chooses word that should be first and last in alphabetical order
2. Sounds
   a. blends separate sound elements of words and says word
   b. identifies letters that make ending sounds in words
   c. says a word slowly after it is presented at normal rate
   d. says a word fast after it is presented slowly
3. Consonant sounds and blends
   a. indicates position of given consonant in a word
   b. identifies consonant blend in initial position
4. Vowel and vowel sounds
   a. understands vowel letters
   b. identifies vowels
   c. deduces that there are two sounds for each vowel
   d. identifies letters that make short vowel sounds in words
   e. applies short vowel principle
   f. identifies long vowel sounds
5. Rhyming-substitutes initial consonant blends using same ending letters
6. Adjectives
   a. adds "er" to form comparative
   b. adds "est" to form superlative
7. Past tense-changes a verb in present tense to past by adding "ed"
8. Compound words-given a list, divides between the two words
9. Predicting-makes story outcomes from simple picture sequences
10. Relating-relates simple experiences or stories
11. Alike or different-determines way objects
12. "S" plurals-changes nouns from singular to plural by adding "s"
13. Context - uses meaning of spoken context as clue to missing word/given letter
14. Classifying
15. Main idea

SYSTEM FORE
Levels 11-14

Phonology

a. Discrimination in intonation **
b. Sound blending
   1.11.7 increases ability to
   1.14.4 identifies written consonant blends
c. Sounds initial, medial and final
   1.11.2 recognized likenesses and differences in beginning
   1.11.3 identifies final
   1.12.3 substitutes initial to form new words
   1.13.4 identifies single consonants and blends
   1.14.1 uses in the initial, medial and final positions: /sh/, /z/, /th/, /v/, /s/, /s blends/
d. Draws recognizable forms **
e. Auditory discrimination
   1.11.1 attentive auditory imitation
   1.1.3.1 detects differences in paired words
f. Holds pencil properly
   1.1.3.9 writes on chalkboard without guidelines
g. Copies/traces figures **
h. Knows rhyming words
   1.11.6 imitates rhythm patterns
   1.13.2 discriminates between rhyming/non-rhyming words
   1.13.3 rhymes words orally
i. Writes full name **
j. Knows alphabetical order
   1.11.9 writes capital letters in order
   1.12.6 writes words in order, by first letter
k. Writes short familiar words
   1.11.8 unscrambles letters in words
   1.14.5 begins to spell words of irregular spellings
l. Long and short vowels (also medial)
   1.11.4 identifies words beginning with
   1.11.5 identifies words containing a given
   1.12.4 substitutes medial vowel to change word
   1.14.3 identifies words having same vowel sounds but different spellings
   1.14.5 recognizes
m. Copies sentence correctly
   1.11.10 correctly forms spaces, letters, words and numbers
   1.12.7 copies,using correct punctuation
   1.12.8 uses commas in writing dates
   1.13.8 uses capitalization in names, initials and titles
   1.14.7 may begin to use cursive letter forms n. Dictionary skills
   1.12.2 locates words in picture dictionary
   1.13.5 locates words in picture dictionary
   1.13.6 uses index to find reference
o. Digraphs
   1.12.1 recognizes written: /th/, /ch/, /sh/
   1.14.2 recognizes
p. Numbers
   1.12.5 writes 1-30

Morphology

a. Uses verb tense form
   2.11.4 creates sentences using past tense
   2.12.1 uses present and past tense of "be"
b. Singular-plural verbs, nouns and pronouns
   2.11.1 adding"s" to nouns
c. Uses descriptive words **
d. Uses determiners, prepositions, conjunction, auxiliary **
d. Forms compound words
   2.11.6 forms
f. Uses contractions
   2.11.3 uses
   2.14.1 identifies and uses
g. Syllabication
   2.13.1 recognizes two-syllable words auditorally
   2.14.3 can divide words into syllables
h. Uses adverbs and adjectives **
i. Identifies affixes and root words **
j. Adds suffixes
   2.11.5 forms and pronounces words ending in "ing"
k. Identifies nouns, pronouns, verbs, adjectives and adverbs
   2.11.2 uses subject pronouns for nouns
   2.11.7 adds "s" for subject-verb agreement
l. Identifies prepositions, conjunctions, interjections **
m. Uses punctuation **
n. Possessives
   2.12.2 creates oral sentences with
   2.13.2 recognizes 's as construction form for
o. Question words
   2.11.8 identifies

Syntax

a. "S" plural
   3.12.4 uses plurals appropriately
b. Forms of verb "do" **
c. Uses infinitives **
d. Writes basic sentences
   3.11.1 writes
   3.12.1 identifies
   3.13.3 arranges scrambled words to make a sentence
e. Social letter **
f. Uses declarative, imperative, interrogative and exclamatory sentences
   3.13.3 recognizes and uses negatives
g. Uses conjunction, joining words, phrases and clauses **
h. Uses quotation marks in conversation **
i. Business letter writing **
j. Topic sentences in paragraphs **
k. Uses basic English pattern
   3.11.3 names self last in sentences
l. Proof reading skills, changing sentence structure
   3.11.2 identifies (.) and (?) as signaling end of sentences
   3.13.4 uses prepositions: beside, between, on, in, under, behind
   3.14.3 uses exclamation mark
   3.14.4 transforms questions
   3.14.5 transforms negatives
m. Expands sentences
   3.13.1 expands
   3.13.2 repeats complex
   3.14.1 writes complex
   3.14.3 repeats sentences of 16-18 syllables
n. Possessive pronouns **

** these items are not applicable to grade 2.

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ANCHORAGE SCHOOL DISTRICT
BILINGUAL EDUCATION PROGRAM
Skills Chart, Category A & B, Grade 3

ESSENTIAL VOCABULARY

1. Household items
   frying pan, kettle, towel, radio, broom, table, cloth, vacuum cleaner (electric), fan (electric), blender, clothes dryer, clothes washer, napkin, blanket, pillow and television
2. Furnishing
   couch (sofa), chair, toilet, dresser, curtains, bathtub, bed, rug, (carpet), waste (paper) basket, refrigerator, pictures and bookcase (shelves)
3. Accessories
   bathing suit, belt, buttons, tie, boots, purse umbrella, gloves, (wrist) watch, neck- lace, scarf, shorts, (eye) glasses, ring, wallet, and hairbrush
4. Numbers counting
   a. count by tens to one hundred
   b. count by hundreds to thousand
   c. count by fives to one hundred
5. Telling Time
   a. five forty-five
   b. four thirty
   c. ten after three
   d. twelve thirty
   e. one twenty
   f. four thirty-five
6. Transportation
   airplane, sailboat, helicopter, steam- ship, balloon, car, highway, motorcycle, bus, train, truck, taxi, cab, bicycle, canoe, airport and boat
7. Calendar
   a. days of the week
   b. months he year
   c. day
   d. week
   e. month
   f. year
   g. date

SCOPE AND SEQUENCE

1. Homonyms - Defines the term and selects correct word from a pair, given a list of incomplete sentences
2. The Story
   a. keeps events in proper sequence
   b. chooses between real and make-believe written words
   c. makes predictions as to events, story characters, or outcomes from a given story title
3. Parts of a book - Points out: page, title, author, illustrator, table of contents, unit heading, title, page of which story begins and tells what table of contents is
4. Alphabetizing - Given five words beginning with different letters, arranges them alphabetically
5. Dictionary skills - Given a list of words, chooses dictionary placement between beginning, middle or end
6. Map - Answers questions that involve understanding the relationship of one object to another in distance and placement
7. Word Endings
   a. selects word with ending that means more or most (er/est)
   b. supplies ending meaning more or most (er/est)
8. Verb Tense form
   a. writes 'ed', 'ed', or 't' after verb in past tense to show sound 'ed'
   b. writes present tense, third person singular form of verb by adding 's' to verb
   c. writes present participle of verb by adding 'ing'
   d. writes present participle of verb ending in consonant, preceded by single vowel, by doubling consonant before adding 'ing'
   e. writes present participle of verb ending in 'e' by dropping 'e' and adding 'ing'
9. Syllables/Syllabicting
   a. gives definition of syllable
   b. writes number of syllables in two-syllable word by vowel sounds
   c. underlines words in which 'ed' adds another syllable
10. Completing Sentences
    a. completes sentence selected from a possessive, a plural, or a contraction
    b. chooses meaningful word to go in blank in a printed sentence of discriminating between beginning sounds of similar word
11. Suffixes
    a. changes 'y' to 'i' when adding suffixes to words ending in 'y' preceding by consonant
    b. drops final 'e' in root words when adding suffixes beginning with vowel
12. Blends/Consonant Digraphs
    a. discriminates between consonant digraph sounds and creates new words using these sounds
    b. identifies following blends or digraphs that make ending sound in a word
13. Vowels/Principle/Sounds/Long and Short/R Controlled
    a. develops understanding of principle of one vowel at end of word or syllable
    b. identifies vowel sound of words containing two vowels, one which is an 'e' at end of word
    c. distinguishes between long and short vowel sounds
    d. distinguishes between words containing r controlled vowels and other vowel sounds
14. Contractions
    a. tells what a contraction is
    b. matches a contraction with 2 words from which it is made
    c. writes two words from which a consonant is made
    d. given two words, writes the contraction
15. Compound Words
    a. circles two words making up compound word
    b. tells that compound word is one word mae up of two short words
    c. completes compound word in meaningful sentence

SYSTEM FORE
Levels 15-18

Phonology

a. Discrimination in intonation **
b. Sound blending
   1.15.2 blends to make words
c. Sound: initial, medial, final
   1.17.1 uses voiced /th/ in initial, medial, final positions; /wh/ in initial and medial positions
   1.17.3 identifies initial single consonant blends
d. Draws recognizable forms **
e. Auditory discrimination
   1.16.2 detects differences paired words
f. Holds pencil properly **
g. Copies/traces figures
   1.15.3 copies circle and tilted square
   1.16.1 copies vertical diamond
   1.18.5 copies tilted triangles
h. Knows rhyming words
   1.16.1 given five words, picks out one that does not rhyme
   1.18.1 identifies rhythmic sound patterns
   1.17.4 discriminates between rhyming and non-rhyming words
i. Writes full name
   1.16.4 writes name in cursive
j. Knows alphabetical order
   1.15.5 organizes words in alphabetical order, beginning with different, same, same first, second and third letters
k. Writes short familiar words **
l. Long and short vowels
   1.17.2 identifies short vowels in words by listening for sounds
   1.18.2 identifies short and long vowel sounds
m. Copies sentences correctly
   1.15.4 uses manuscript writing skill's; vertical lines, well-spaced letters and letters resting on base line, etc.
   1.15.6 uses capital letter for first word in sentences
   1.15.7 uses end of sentence punctuation
   1.15.8 observes conventions of writing proper nouns, titles and abbreviations
   1.17.5 writes short sentences from dictation
   1.17.6 capitalizes days and months
   1.17.7 employs conventions of date writing
   1.18.6 observes basic hand-writing skills
   1.18.10 writes a single form of letter including date; salutation, short body and signature

Morphology

a. Uses verb tense form
   2.15.3 identifies verb as class word in each predicate
   2.15.2 identifies 's form' of the verb
   2.16.3 circles correct form of the verb
   2.16.4 (2.16.3)
   2.17.3 identifies 'be' forms in verb position
   2.17.4 forms past tense of verbs
b. Singular-Plural verbs
   2.19.1 selects singular or plural verb to agree with subject
c. Uses descriptive words
   2.18.2 identified adjectives as a word class
   2.18.4 identifies the use of adjectives following 'be'
d. Uses determiners, prepositions, conjunctions, auxiliary
   2.15.1 identifies noun and determiner word classes
   2.18.7 identifies prepositions in prepositional phrases
e. Forms compound words **
f. Uses contractions
   2.19.2 writes common contractions
g. Syllabication **
h. Uses adverbs, adjectives
   2.18.5 identifies adverbials of place
i. Identifies affixes and root words **
j. Adds suffixes **
k. Identifies nouns, pronouns, verbs, adjectives, adverbs
   2.15.2 discriminates between common and proper nouns
   2.16.3 uses personal pronoun instead of subject
   2.16.5 identifies indefinite pronouns
   2.18.3 identifies noun phrase as a complement
   2.18.8 uses pronouns with form of 'be' plus 'ing'

Syntax

a. "S" plurals
   3.19.1 is able to write singular and plural form of nouns
b. Forms of verb 'do' **
c. Uses infinitives in sentence **
d. Writes basic sentences
   3.15.1 identifies sentences
   3.15.2 identifies the subject of a basic sentence
   3.15.3 substitutes subjects of different kinds into sentence patterns
   3.15.4 identifies predicate of a basic sentence
e. Social letter writing **
f. Uses declarative, imperative, interrogative and exclamatory sentences
   3.18.1 forms correct 'ask-tell' con- structions
g. Uses conjunction joining words, phrases and clauses **
h. Uses quotation marks in conversation **
i. Business letter writing **
j. Topic sentences in paragraphs **
k. Use of basic English pattern
   3.17.1 corrects word order in relative clauses
l. Proof reading skills, changing sentence structure **
m. Expands sentences **
n. Possessive pronouns
   3.18.2 uses pronouns in various syntactical structures

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ANCHORAGE SCHOOL DISTRICT
BILINGUAL EDUCATION PROGRAM
Skills Chart, Category A & B, Grade 3 (continued)

ESSENTIAL VOCABULARY	SCOPE AND SEQUENCE	SYSTEM FORE		
	16. Apostrophe 'S' a. forms plural of numbers and letters by adding 's' b. writes plural of regular nouns by adding c. underlines word that shows object owned, not owner of object	Phonology n. Dictionary skills: Looking up words o. Spelling 1.15.1 relates sound system to spelling systematically 1.18.7 spells irregular 'f' plurals p. Plurals 1.17.8 writes special forms of nouns ending in 'ch' 1.18.9 forms plurals of nouns ending in 'y' q. Contractions 1.18.8 writes contractions using pronouns with a form of 'be' r. Consonant combinations 1.1.8.3 identifies 2-letter consonant combinations by sound clues	Morphology l. Identifies prepositions, conjunctions, interjections ** m. Uses punctuation ** n. Plurals 2.17.1 forms mutation plurals (men, feet, teeth, mice, women, geese) o. Possessive transformation 2.18.6 writes two sentences in one using possessive transformation p. Subjects 2.16.1 identifies singular and plural subject in sentences 2.16.7 identifies five kinds of subjects: determiners and common noun, proper noun, common noun, personal pronoun, indefinite pronmun	Syntax o. Common and proper nouns 3.18.3 forms common and proper nouns in sentences p. Pronouns 3.16.1 understands pronoun references 3.16.2 uses pronoun agreement q. Noun phrases 3.16.3 identifies noun phrases in sentences 3.16.4 identifies noun phrases that function as subject 3.16.5 identifies noun phrases that function as object 3.16.6 as preposition

** These items are not applicable to grade 3.

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ANCHORAGE SCHOOL DISTRICT
BILINGUAL EDUCATION PROGRAM
Skills Chart, Category A & B, Grade 4

ESSENTIAL VOCABULARY

1. Sports and Recreation
basketball, tennis, baseball, golf, to ice skate, to ride horseback, to fish, to swim, volleyball, soccer, photography, to sail, boxing, to snow ski, to water ski, and to hike

2. Tools and Materials
saw, rake, screwdriver, pliers, nail, shovel, axe, hammer, scissors, wood, glass, plastic, rubber, metal, cement and brick

3. Occupations and Professions
Policeman, pilot, mechanic, dentist, plumber, carpenter, fireman, musician, truck driver, doctor, artist, nurse, secretary (typist), farmer, seamstress and soldier

4. Shops and Stores
shoe store, jewelry store, flower shop (florist), bakery, clothing store, fruit store, pet shop, book store, barber shop, drug store, car dealer, furniture, store, camera store, bicycle shop, meat store, (butcher shop) and beauty salon

SCOPE AND SEQUENCE

1. Silent Consonants - pronounces correctly words which have silent consonants
2. R/Vowel Controlled R
   a. recognizes sound of letter r after vowel
   b. demonstrates understanding of vowel controlled 'R' principle
3. Y Principle
   a. identifies two vowel sounds of Y at end of words
   b. demonstrates understanding of the meanings of two final Y principles
4. Vowel/Vowel Digraphs
   a. understands and uses vowel digraph principle
   b. understands meaning of the term "vowel digraph" and recognizes that there are regular and irregular vowel digraphs
   c. recognizes and uses regular vowel digraphs ea, oa, ay, oe and ee
   d. recognizes exceptions to 'principle of regular vowel digraphs
   e. recognizes and uses irregular vowel digraphs
5. Dipthongs /oo/oo/
   a. discriminates between /oo/ and /oo/
   b. understands meaning of teron dipthong
   c. pronounces words containing vowel dipthong oe, oy, oo, ow and ew
   d. recognizes vowel digraphs and dipthong previously taught
6. Compound words - chooses compound word that fits context of sentence
7. Nouns
   a. lists nouns having the same spelling for both singular and plural forms
   b. tells how possession is denoted in a noun
8. Singular/Plural forms
   a. lists nouns that have the same spelling for both singular and plural forms
   b. chooses correct plural form of word (irregular, y words and f words)
   c. chooses correct plural form of word
   d. writes plural form of words ending in y (irregulars, y words and f words)
   e. marks correct pair of words to go in blank in printed sentence, choosing from a plural, a singular possessive and a plural possessive
9. Adjectives
   a. tells how to make comparative form of adjective
10. Verbs - selects correct form of irregular verb to complete sentence
11. Root Word
   a. gives oral definition of 'root word'
   b. identifies root word when given several affixed words
12. Syllables/Syllabicating
   a. correctly divides two-syllable word with a slash
   b. divides a two-four syllable word between consonants, after short vowel and consonant, after long vowel
   c. applies vowel principles to syllables and indicates whether vowel sound in syllable is long, short or R-controlled
13. Schwa - verbalizes reason for using schwa sound
14. Antonyms/Synonyms
   a. defines the term antonyms
   b. defines the term synonym
   c. given a list of five words, supplies two synonyms for each
15. Prefixes/Suffixes
   a. defines prefixes
   b. defines suffix
   c. marks correct meaning of a negatively affixed word given in context (less, non, un, dis, mis)
16. Alphabetizing - given five words beginning with the same letter, alphabetizes them
17. Reference Skills
   a. tells what a glossary is
   b. chooses correct drawer to open in card catalogue to find books by title, subject or author's name
18. The Story - chooses word that describes character as interpreted from his actions in printed story

SYSTEM FORE
Levels 19-23

Morphology

a. Uses verb tense form **
b. Singular-plural verbs, nouns and pronouns
   2.19.1 selects singular of plural verb to agree with subject
c. Uses descriptive words
d. Uses determiners, prepositions, conjunctions and auxiliary **
e. Forms compound words **
f. Uses contractions
   2.19.2 writes common contractions
g. Syllabication **
h. Uses adverbs, adjectives **
i. Identifies affixes and root words
   2.20.2 identifies affixes and root words in a given list
j. Adds suffixes
   2.21.1 uses a suffix to change a non-noun to a noun
k. Identifies nouns, pronouns, verbs, adjectives and adverbs,
   2.20.1 identifies antecede pronouns so that they agree in number and gender
l. Identifies prepositions, conjunctions, interjections **
m. Uses punctuation **
n. Questions words **
o. Apostrophe 'S'
   2.21.2 uses apostrophe 'S' plural of letters, numbers symbols words

Syntax

a. 'S' plurals
   3.19.1 writes singular/plurals forms of nouns
b. Forms of verb 'do'
   3.20.2 uses singular/plural verbs with singular/plural nouns
   3.22.1 uses appropriate verb form in sentences which have compound subjects joined by 'and'
   3.23.1 uses auxiliary verbs appropriately in sentences
c. Uses infinitives in sentences **
d. Writes basic sentences **
e. Social letter writing
   3.20.3 demonstrates social letter writing by including heading, greeting, body, closing and signature
f. Uses declarative, imperative, interrogative and exclamatory sentences
   3.21.1 uses declarative, imperative, interrogative and exclamatory sentences
g. Uses conjunctions joining words, phrases and clauses
   3.21.2 Uses conjunctions to join words, phrases and clauses
h. Uses quotations marks in conversation **
i. Business letter writing
   3.23.2 demonstrates use of color in salutation of business letter
j. Topic sentences in paragraphs **
k. Uses basic English pattern **
l. Proof reading skills, changing sentence structure **
m. Expands sentences **
n. Possessive pronouns **
o. Possessive noun forms
   3.20.1 writes possessive noun forms in sentences

** These items are not applicable to grade 4.

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ANCHORAGE SCHOOL DISTRICT
BILINGUAL EDUCATION PROGRAM
Skills Chart, Category A & B, Grade 5

ESSENTIAL VOCABULARY

1. Communication
   letter, newspaper, satellite, telephone, radio, record, magazine, mouth, television, telegram, poster/ billboard, C.B. radio, gestures, movies, traffic signal and book
2. Nature
   ocean, river, mountain, tree, plant, grass, branch, leaf, desert, lake, bush, flower, forest, beach, valley and sky
3. The Map
   Africa, Europe, Asia, North America, South America, Australia, Antarctica, north, south east, west, country and nation
4. Holidays & Celebrations
   Christmas, New Year's, Thanksgiving, Independence Day, birthday, Halloween, Valentine's Day, Mother's Day, Father's Day, Armed Force's Day, Labor Day, St. Patrick's Day, picnic, party, wedding and dance

SCOPE AND SEQUENCE

1. Prefixes/Suffixes
   a. selects correct meaning of prefix or suffix affixed to a word in a sentence
   b. underlines prefixes and suffixes affixed to a word
   c. given a list of prefixes and suffixes, supplies affix to be added to a given root word to be meaningful in a sentence
2. Vowel Sound Principle - given a list of two to four syllable nonsense words, pronounces words, making application of vowel sounds and principles to syllables
3. Schwa - correctly pronounces a list of words which have a schwa sound
4. Abbreviations - given a list of frequently used abbreviations, writes the word or words for which the abbreviation stands
5. Alphabetical Order
   a. given five words having the same first three letters, arranges them alphabetically
   b. determines whether a given word comes before, on, or after the page on which two guide words are found
6. Locating Information
   a. tells what an index is
   b. selects correct respelling that stands for a word suggested by context
   c. defines function of an entry word and a respelling

SYSTEM FORE
Levels 24 -27

Morphology

a. Uses verb tense form **
b. Singular/plural verbs, nouns and pronouns
   2.25.1 adds pronouns as subject, direct object, indirect object and object of the preposition in writing sentences
   2.27.2 use plural forms
c. Uses descriptive words **
d. Uses determiners, prepositions, conjunctions and auxiliary
   2.26.1 uses common prepositions
e. Forms compound words **
f. Uses contractions **
g. Syllabication **
h. Uses adverbs, adjectives **
i. Identifies affixes and root words **
j. Adds suffixes **
k. Identifies nouns, pronouns, verbs, adjectives and adverbs
   2.27.1 identifies nouns, pronouns, verbs, adjectives and adverbs
l. Identifies prepositions, conjunctions and interjections
   2.25.2 identifies prepositions, conjunctions and interjections
m. Uses punctuation **
n. Question words **
o. Apostrophe 'S'

Syntax

a. 'S' plurals **
b. Forms of verb 'do' **
c. Uses infinitives in sentences **
d. Writes basic sentences **
e. Social letter writing **
f. Uses declarative, imperative, interrogative, exclamatory sentences
   3.27.1 uses interjections in sentences
g. Uses conjunction joining words, phrases and clauses **
h. Uses quotation marks in conversation
   3.27.2 uses quotation marks to indicate conversation
i. Business letter writing **
j. Topic sentences in paragraphs **
k. Uses basic English patterns **
l. Proof reading skills, changing sentence structure
   3.26.2 uses inversion when constructing written questions
m. Expands sentences **
n. Possessive pronouns **
o. Possessive noun forms
p. Proper and common adjectives in sentences
   3.26.1 uses proper and common adjectives in sentences

** These items are not applicable to grade 5.

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ANCHORAGE SCHOOL DISTRICT
BILINGUAL EDUCATION PROGRAM
Skills Chart, Category A & B, Grade 6

ESSENTIAL VOCABULARY

1. Holidays & Celebrations
   Christmas, New Year's, Thanksgiving, Independence Day, Birthday, Halloween, Valentine's Day, Mother's Day, Father' Day, Armed Forces Day, Labor Day, St. Patrick's Day, picnic, party, wedding and dance

2. The Map
   Africa, Europe, Asia, North America, South America, Australia, Antarctica, north, south, east, west, country and nation

3. Physical Safety
   Beware, beware of the dog, do not use near heat, do not use near open flame, dynamite, emergency exit, explosives, external use only, fire escape, fire extinguisher, first aid, flammable, fragile, handle with care, help, high voltage, keep away, keep closed at all times, keep out, lost, live wires, not for internal use, poison, poisonous, shallow water, warning, watch your step, danger, falling rocks, flooded, floods when raining, slipper when wet (frosty)

SCOPE AND SEQUENCE

1. Literary Elements
   a. Details
      1. Classifies ideas or objects according to commonalities, types of categories, subject, time, place, mood and character
      2. Selects details related to character, setting and events
      3. Provides additional related details from our experience as aid to comprehension and retention
      4. Identifies ways that events in a story or essay may be related
   b. Ordering facts - orders facts in terms of their importance
   c. Title - Uses title of work to determine theme of selection
   d. Topic Sentence - locates topic sentence as an aid in determining main idea of paragraph
   e. Outlines
      1. Constructs outline that accurately represents content of written material
      2. Writes sentence outline from article listing it's main thought diversions and support details
   f. Main idea - relates supporting details to main ideas in presented materials
2. Parts of a book
   a. Given a book, points to: title page, title, author, illustrator, publisher, copyright year, table of contents, unit heading, poem title, story title, author of selection, page on which selection is found, index and subheadings under major headings
   b. Given a question, marks appropriate part of book to use in given situation (including table of contents, index and glossary)
3. Indexes
   a. Given sample index, answers literal questions about presence or absence of information in book
   b. Identifies which work in sentence should be looked up to find information in index
4. Reference sources - makes appropriate reference sources for given task
5. Maps - locates and marks points on routes on maps using key
6. Prediction - predicts story outcome from information gathered while reading
7. Summarizing ideas of summarizes idea of story of paragraph in written or oral form
8. Reading/selecting/using/processing information
   a. reads for information at the rate of _____ words per minute
   b. selects information dealing with time, place, and culture from written materials
   c. uses factual information given in a table to answer questions
   d. answers questions using information given in vertical bar graph or horizontal line graph
   e. processes information at the rate of _____ words per minute
9. Following directions - follows from memory directions which were read aloud by self or teacher
10. Phrases - chooses correct translation of a phrase, discriminating object owned from owner of object, singular possessive from a simple plural, or a plural possessive
11. Classifying
    a. classifies differences and similarities in story setting, characters or events
    b. classifies statement as fact, inference or opinion

SYSTEM FORE

Levels 28-32 ***

Morphology

a. Uses verb tense form **
b. Singular-plural verbs, nouns and pronouns
   2.25.1 adds pronouns as subject, direct object, indirect object, and object of the preposition in writing sentences
   2.27.2 uses plural forms
c. Use of descriptive words **
d. Uses determiners, prepositions, conjunctions and auxiliary
e. Forms compound words **
f. Uses contractions **
g. Syllabication **
h. Uses adverbs and adjectives **
i. Identifies affixes and root words **
j. Adds suffixes **
k. Identifies nouns, pronouns, verbs , adjectives and adverbs
   2.27.1 identifies nouns, verbs, adjectives, adverbs and pronouns
l. Identifies propositions, conjunctions and interjections **
   2.25.2 identifies propositions, conjunctions and interjections
m. Uses punctuation **
n. Question words
o. Apostrophe 'S'
p. Semicolon, colon, dash and hyphen
   2.29.1 Uses semicolon, colon, dash and hyphen to link words, phrases and clauses
   2.29.2 Uses hyphen in writing compound words
q. Noun phrases

Syntax

a. 'S' plurals **
b. Forms of verb 'do' **
c. Use of infinitives in sentence **
d. Writes basic sentences **
   3.28.1 writes sentence whose pronouns have specific antecedents
   3.31.2 classifies sentences by their general structure: (a) basic, (b) compound, (c) complex, (d) compound-complex
   3.28.2 uses correct contraction in construction of negative questions
e. Use of conjunctions, joining words, phrases and clauses
   3.31.1 uses phrases and modifiers in sentences
f. Uses quotation marks in conversation
g. Business letter writing **
   3.29.3 demonstrates knowledge of business letter writing by including: (1) heading, (2) inside address, (3) salutation, (4) body, (5) closing, (6) enclosures, in such a letter
h. Topic sentences in paragraphs **
   3.29.2 writes paragraph using topic sentence supported and developed by other sentences in paragraph
i. Use of basic English pattern
   3.30.1 constructs sentences using the following basic patterns: (1) noun-verb, (2) noun-linking verb noun, (3) noun-verb-noun, (4) noun-verb-adverb, (5) noun-verb-noun-noun, (6) noun-linking verb-adjectives
j. Proof-reading skills, changing sentence structure
   3.29.1 recognizes run-on sentences, fragments of sentences, agreement errors, non-parallel constructions as common mistakes in sentence writing
   3.32.1 correctly rewrites run-on sentences
   3.32.3 demonstrates proof-reading skills by finding words with omitted, reversals, misspelling and errors
k. Expands sentences **
   3.30.2 changes sentences by expansion, substitution, deletion and rearrangement
   3.32.2 build sentences through expansion, reduction and rearrangement
l. Possessive pronouns **
m. Possessive noun forms
n. Proper and common adjective in sentences
o. Description and narration
   3.31.3 writes following forms of discourse: description and narration

** These items are not applicable to grade 6.
*** Includes only Morphology and Syntax.

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APPENDIX B

ASD BEP REVISED SCOPE AND SEQUENCE, K-3

NAME: _____

ENTRY: _____ EXIT: _____

ANCHORAGE SCHOOL DISTRICT
BILINGUAL EDUCATION PROGRAM

SCOPE & SEQUENCE, LEP, K

SCHOOL: _____

LANG. CAT: _____

PHONOLOGY (Pronunciation)

1. Stress and Intonational Patterns
   a. discriminates stress and intonational patterns
   b. uses contrastive stress
2. Sound Blending
3. Initial, Medial and Final Consonants
   Repeat: /h/
   /n/
   /m/
   /p/
   /w/
   /k/
   /t/
   /b/
   /g/
   /d/
   /y/
   /l/, /l/ blends
   /r/ blends
   /ž/
   /č/
4. Auditory Discrimination
   a. distinguishes and repeats melody patterns
   b. recognizes environmental sounds
   c. imitates
   d. distinguishes variations in pitch
   e. detects likenesses and differences in sounds in similar words
5. Rhyming
   a. recognizes rhyming sounds in words, phrases and verses
6. Listening Comprehension
   a. develops listening skills
   b. increases vocabulary through listening

M

LEXICON (Essential Vocabulary)

1. Personal Information
   a. name (recognizes own name in print)
   b. address/phone number
   c. greetings
   d. survival responses
2. School/Classroom
   bathroom/restroom, office, library, nurse's office, gym, classroom
3. Classroom Directions (understands)
   a. left-right
   b. top-bottom
   c. point to
   d. in-out
   e. draw a line under
   f. draw a line to
   g. circle and X
   h. yes and no
   i. on
   j. over-under
   k. beginning-middle-ending
4. Needs (expresses thirst, hunger, etc.)
5. Positional Words (understands spatial concepts)

up-down	in front of-behind
over-under	left-right
top-bottom	inside-outside
on-in	near-far
high-low	first-last
before-after	
between	

6. Parts of the Body (identifies)
   head, hair, eyes, ears, nose, mouth, neck, chest, arms, hands, fingers, legs, feet, knees, back
7. Time Words (by the hour)
8. Shapes and Containers/Sizes/Textures/Colors (identifies)
   a. identifies shapes and containers
   b. describes according to size, shape, and texture
   c. classifies according to size, shape and texture
   d. identifies primary, secondary, and earth colors: red, blue, yellow, gray, white, purple, black, brown, green, orange.
9. Function Words (words most commonly used in reading, writing, and following directions) the, and, to, a, you, is, not, on, he, go, I, in, it, we, and will.
10. Numbers
    a. counts 1-10
    b. copies number forms 1-10

M

SYNTAX (Grammar)

1. Personal Information
   a. What is your name?
   b. Where do you live?
   c. What is your phone number?
2. Alphabet
   a. names capital and lower case forms
   b. copies letter forms
3. Likenesses and Differences (recognizes likenesses and differences in words and letters)
4. Sequences (recalls objects from memory in sequence)
5. Greater Than and Less Than (knows meaning of)
6. Relates Thoughts
7. Interprets Pictures
8. Verb Tense Forms (uses)
   a. the verb "to be"
   b. forms of "do"
   c. 3rd person singular
   d. regular and irregular past tense
   e. future/past/present/present progressive
   f. passive tense
   g. negative form
   h. commands (directions)
9. Nouns, Pronouns, Verbs (the idea of)
   a. identifies (orally)
   b. separates verb from adverb
   c. substitutes pronoun in place of subject (I, he, she, you, we, they)
   d. recognizes derivational ending for nouns (i.e., farm-farmer)
10. Contractions (uses)
11. Infinitives (incorporates infinitives into the sentence)
12. Auxiliary Verbs (can, do, may)
13. Conjunctions (and, but, yet, etc.)
14. Prepositions (in, on, at, to, into, around, under)
15. Interjections (determines, identifies, and uses)
16. Questions
    a. simple yes/no response
    b. with do/does
    c. uses question words in sentences (what, where)

M

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NAME: _____

ENTRY: _____ EXIT: _____

ANCHORAGE SCHOOL DISTRICT
BILINGUAL EDUCATION PROGRAM

SCOPE & SEQUENCE, LEP, 1

SCHOOL: _____

LANG. CAT: _____

PHONOLOGY (Pronunciation)	M	LEXICON (Essential Vocabulary)	M	SYNTAX (Grammar)	M
1. Initial, Medial and Final Consonant Sounds a. recognizes likenesses and differences in beginning sounds b. recognizes likenesses and differences in final sounds c. identifies initial consonant sounds d. uses in medial and final positions: /l/, /l blend/, /n/, /t/, /r/, /r blend/, /š/, and /č/ e. discriminates between initial single consonant sounds and blends 2. Long (-) and Short (ŭ) Vowels a. recognizes differences in vowels b. identifies ă, ĕ, ĭ, ŏ, ŭ in words (pat, pet, pit) c. identifies ā, ē, ī, ō, ū in words (ape, creek) 3. Auditory Discrimination a. identifies voice pitch changes b. detects likenesses and differences in paired words 4. Rhyming a. listens and supplies rhyming words b. discriminates between rhyming and non-rhyming words 5. Initial Digraph a. identifies initial digraphs in words 6. Alphabet a. discriminates letters of the alphabet orally b. names, capital and lower case		1. Clothing shirt, pants, pajamas, hat, belt, jeans, skirt, blouse, underwear, dress, mittens, shoes, socks, sweater, jacket, scarf, coat, bathrobe, slippers and suit 2. Fruits and Vegetables apple, banana, bean, strawberry, pear, carrot, pea, orange, potato, tomato, lettuce, onion, corn, grape, lemon and cherry 3. Foods and Utensils meat, fish, milk, bread, juice, butter, fruit, cookie, pie, cake, knife, rice, fork, spoon, cup, glass, plate and napkin 4. The Family mother, father, son, daughter, husband, wife, brother, sister, aunt, uncle, cousin, grandmother, grandfather, granddaughter, grandson, niece and nephew 5. Health sick, cold, fever, pill, medicine, headache, cut, blood, bandage, shot, sore throat, stomach ache, heart, bone, toothache and ouch! 6. Activities to stand (up), to sit (down), to lie down, to walk, to jump, to sleep, to eat, to run, to play, to wash (oneself), to write, to read, to carry, to climb and to talk 7. Numbers a. 1 - 20 b. ordinal numbers: first-third 8. Domestic Animals fly, pig, cow, fish, goat, rabbit, turtle, snake, horse, chicken, cat, bee, dog, mouse, sheep and bird 9. Function Words (Words most commonly used in reading, writing and following directions) have, get, do, can, has, what, come, no, make, may, two, like 10. Days, Seasons and Weather 11. School Personnel principal, teacher, nurse, student, secretary, custodian, librarian, tutor, cook 12. Parts of the Body (identifies) tongue, tooth(teeth), ankle, toe, throat, elbow		1. Verb-Tense Form a. uses regular present and past tense forms b. uses regular and irregular verb forms c. "like to" and infinitive 2. Alphabetical Order a. writes letter forms in random order b. rearranges words in alphabetical order according to first letter 3. Basic Sentences a. discriminates between complete and incomplete sentences b. associates sentence with group of words that express an idea c. uses complete sentences d. unscrambles sentences to form correct subject, verb, object order e. copies sentences correctly f. distinguishes between questions and statements g. uses a question transformation h. understands passive construction 4. Singular-Plural Verbs, Nouns and Pronouns a. selects singular, plural forms of verbs is and are b. identifies singular and plural noun forms c. identifies singular, plural, subject pronouns (I, we, etc.) d. adds "s" to form plural nouns 5. Adjectives (uses comparisons- "er" and "est") 6. Possessive Pronouns (my, his, her, your, their) (recognizes and uses possessive pronouns) 7. Phrases and Clauses a. identifies first part of sentences as "what" (noun phrase) b. identifies last part of sentence as "what happened" (verb phrase) c. repeats fifteen syllables in meaningful sequence 8. Contractions - Spells Correctly (won't, didn't, doesn't) 9. Determiners, Prepositions, Conjunctions and Auxiliary a. uses structure words in creating stories about pictures 10. Affixes and Root Words a. identifies affixes and root words 11. Capitalization a. capitalizes proper nouns and adjectives b. uses capital letters for first word of sentence 12. Punctuation a. uses a period at the end of a statement and abbreviation b. uses end punctuation correctly (.), (?) c. uses punctuation as a guide to meanings	

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ANCHORAGE SCHOOL DISTRICT
BILINGUAL EDUCATION PROGRAM

SCOPE AND SEQUENCE, LEP, 2

SCHOOL: _____

LANG. CAT.: _____

PHONOLOGY (Pronunciation)	M	LEXICON (Essential Vocabulary)	M	SYNTAX (Grammar)	M
1. Sound Blending a. blends separate sound elements of words and says word b. says words slowly after being presented at normal rate 2. Initial, Medial and Final Sounds a. recognizes likenesses and differences in beginning sounds b. identifies final letters that make ending sounds in words c. substitutes initial sounds to form new words d. uses in the initial, medial and final positions: /s/, /ĭ/, /b/, or /ŋ/, /v/, /s/, /s blends/ 3. Consonant Sounds and Blends a. indicates position of given consonant in a word b. identifies consonant blend in initial position c. identifies single consonants and blends 4. Vowel and Vowel Sounds a. understands vowel letters b. identifies vowels c. deduces that there are 2 sounds for each vowel d. identifies letters that make short vowel sounds e. applies short vowel principle f. identifies long vowel sounds g. identifies words beginning with long or short vowels h. identifies words containing a given long or short vowel i. substitutes medial vowel to change word j. identifies words having same vowel sounds but different spelling k. diphthongs (oi, oe, ou) l. understands function of 'y' as vowel and beginning consonant 5. Rhyming a. imitates rhythm patterns b. discriminates between rhyming and non-rhyming words c. rhymes words orally d. substitutes initial consonant blends using same ending letters		1. The Home bathroom, bedroom, roof, closet, window, door, kitchen, stairs, dining room, floor, garage, yard, living room, wall 2. School chair, desk, entrance, exit, door, paper, playground, bookcase, book, chalkboard, pencil, eraser, clock, calendar, map, pen, bulletin board, swing, chalk, lunch, recess 3. Food hot dog, steak, salt, pepper, egg, sandwich, sausage, hamburger, ham, cereal, ice cream, sugar, nuts, ice, butter, juice, candy, turkey, salad, coffee, tea, cheese, chocolate 4. Telling Time on the hour, twelve o'clock (noon) and twelve o'clock (midnight) 5. Zoo Animals lion, bear, monkey, zebra, camel, shark, elephant, deer, whale, hippopotomus, alligator, rhinoceros, tiger, dinosaur, giraffe, eagle 6. Opposites man/woman, girl/boy, old/young, short/long, fat/thin, big/small, pretty/ugly, cheap/expense, slow/fast 7. Numbers a. 1-50 b. ordinal numbers: first-tenth 8. Function Words (Words most commonly used in reading, writing and following directions) of, at, very, they, good, for, this, my, any, by, that, with, our, which, up, your, all, am, came, out, be, but, one, or, her, are, would, there, none, as, was, she, us, well, here, did, his, how, him, see, say, after, were, please 9. Emotions (feelings) 10. Fruits/Vegetables cabbage, cantaloupe, celery, coconut, grape, cucumber, grapefruit, melon, peanut, pepper, pineapple, plum, spinach, strawberry		1. Alphabetizing a. writes capital letters in order b. writes words in order by first letter c. given 5 letters, arranges alphabetically d. given 5 words, chooses words that should be first and last in alphabetical order 2. Noun, Pronouns, Verbs, Adjectives and Adverbs a. identifies correct meaning of nouns, verbs, adjectives, adverbs, prepositions and conjunctions b. uses subject pronouns for nouns c. adds "s" for subject-verb agreement d. adds "s" to plural nouns 3. Verb Tense/Form a. creates sentences using past tense b. uses present and past tense of "be" c. changes a verb in present tense to past by adding "ed". d. past irregular verb form (ate, drank, did, went) 4. Contractions uses contractions 5. Compound Words given a list, divides between the two words 6. Synonyms, Antonyms, Homonyms - Comprehension a. synonyms (similar meaning) b. antonyms (opposite meaning) c. homonyms (similar meaning) 7. Question Words a. identifies question words b. determines answers to questions - what, where, when, who, why, how 8. Syllabification a. recognizes two-syllable words auditorally b. divides words into syllables 9. "ing" forms and pronounces words ending in "ing" 10. Possessives a. creates oral sentences with possessives b. recognizes 's as construction form 11. Prepositions uses: beside, between, on, in, under and behind 12. Punctuation a. identifies and uses (.) and (?) as signaling end of sentence b. uses exclamation mark (!)	

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NAME: _____ ANCHORAGE SCHOOL DISTRICT
BILINGUAL EDUCATION PROGRAM SCHOOL: _____

ENTRY: _____ EXIT: _____ SCOPE AND LEP, 3 LANG. CAT.: _____

PHONOLOGY (Pronunciation)	M	LEXICON (Essential Vocabulary)	M	SYNTAX (Grammar)	M
1. Sound Blending blends to make words		1. Household Items frying pan, kettle, radio, broom, tablecloth, vacuum cleaner, (electric) fan, (electric) blender, clothes dryer, clothes washer, napkin, blanket, pillow, towel and television		1. Alphabetizing a. given five words beginning with different letters, arranges them alphabetically b. uses alphabetical organization in a wide variety of reference work	
2. Initial, Medial and Final Sounds a. uses voiced 'th' in initial medial, and final positions b. identifies initial single consonant blends		2. Furnishing couch (sofa), chair, table, sink, stove, toilet, dresser, curtains, bathtub, bed, rug (carpet), waste (paper) basket, refrigerator (icebox), pictures and bookcase (shelves)		2. Syllables/Syllabicating a. gives definition of syllable b. writes number of syllables in two-syllable word by counting vowel sounds c. underlines words in which "ed" adds another syllable	
3. Long and Short Vowels a. identifies short vowels in words by listening for sounds b. develops understanding of principle of one vowel at end of word or syllable		3. Accessories bathing suit, belt, button, tie, boots, umbrella, purse, gloves, wrist watch, necklace, scarf, shorts, wallet, glasses, ring & hairbrush		3. Apostrophe "'" a. forms plural of numbers and letters by adding 'S' b. writes plural of regular nouns by adding 'S' or 'ES' c. underline word that shows object owned, not owner of object	
4. R Controlled Vowels a. distinguishes between words containing R controlled vowels and other vowel sounds		4. Numbers a. count by tens to one 100 b. count by hundreds to 1000 c. count by fives to 100		4. Homonyms a. defines homonyms b. selects correct word from a pair, given a list of incomplete sentences	
5. Blends and Consonant Digraphs a. discriminates between consonant digraph sounds and creates new words using these sounds b. identifies following blends or digrpahs that make ending sound in a word		5. Telling Time a. five forty-five b. four thirty c. ten after three d. twelve thirty e. one twenty f. four thirty-five		5. "S" Plurals a. is able to write singular and plural form of nouns	
6. Rhyming a. given 5 words, picks out one that does not rhyme b. identifies rhythmic sound patterns c. discriminates between rhyming and non-rhyming words		6. Transportation airplane, sailboat, helicopter, steamship, ballon, car, highway, motorcycle, bus, cab, train, truck, taxi, bicycle, canoe, airport and boat		6. Contractions a. matches a contraction with 2 words from which it is made b. writes two words from which a contraction is made c. given 2 words, writes the contraction	
		7. Calendar a. days of the week b. months of year c. day d. week e. month f. year g. date		7. Writes/Completes Basic Sentence a. identifies sentences b. identifies the subject of a basic sentence c. distinguishes correct subject verb agreement d. substitutes subjects of different kinds into sentence patterns e. identifies predicate of a basic sentence f. forms correct "ask-tell" constructions g. completes sentence selected form a possessive, a plural, or a contraction h. chooses meaningful word to go in blank in a printed sentence by discriminating between beginning sounds of similar words i. corrects word order in relative clauses	
		8. Function Words about, been, could, cut, draw, got, had, if, just, know, long, much, over, only, shall, start, try, when, work		8. Compound Words a. circles two words making up compound word b. tells that compound word is one word made up of two shorter words c. completes compound word in meaningful sentence	
				9. Possessive Pronouns a. uses pronouns in various syntactical structures	
				10. Common and Proper Nouns a. forms common and proper nouns in sentences	
				11. Word Endings a. selects words with ending that means more or most (er or est) b. supplies ending meaning more or most (er or est)	
				12. Pronouns a. understands pronoun references b. uses pronoun agreement	
				13. Noun Phrases a. identifies noun phrases in sentences b. identifies noun phrases that function as subject c. identifies noun phrases that function as object d. identifies as prepositon	
				14. Verb Tense Form a. writes "ed", "d", or "t" after verb in past tense to show sound "ed" b. writes present tense, 3rd person singular form of verb by adding "s" to verb c. writes present participle of verb by adding "ing" d. writes present participle of verb ending in consonant, preceded by single vowel, by doubling consonant before adding "ing" e. writes present participle of verb ending in "e" by dropping "e" and adding "ing"	

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APPENDIX C

SURVEY TO ASSESS THE EFFECTIVENESS OF THE ASD BEP REVISED SCOPE AND SEQUENCE, K-3

ANCHORAGE SCHOOL DISTRICT

BILINGUAL EDUCATION PROGRAM

SCOPE AND SEQUENCE EVALUATION SHEET

Below are sets of questions that can be answered by rating them one (1) to five (5) according to the degree that they apply to you in conjunction with the use of the Anchorage School District Bilingual Education Program Scope and Sequence, K-6.

A. Questions on interest:

(1) not at all
(2) a little
(3) moderately
(4) very
(5) extremely

	1	2	3	4	5
1. Are you familiar with the Bilingual Scope & Sequence:	___	___	___	___	___
2. How interested are you in the Scope & Sequence?	___	___	___	___	___

	1	2	3	4	5
3. Are you using the Scope & Sequence?	___	___	___	___	___
4. Do you find the Scope & Sequence helpful in your lesson planning?	___	___	___	___	___

B. Questions on how the Scope & Sequence is being used:

(1) not al all
(2) sometimes
(3) most of the time
(4) almost always
(5) always

	1	2	3	4	5
1. Do you use it as a guide on how to teach specific skills?	___	___	___	___	___
2. Do you use it as a reference on what to teach?	___	___	___	___	___
3. Do you use it as a measure of accomplishment?	___	___	___	___	___

	1	2	3	4	5
4. Do you use it as a basis for re-teaching, reinforcement and testing purposes?	___	___	___	___	___

C. Questions on what type of assistance would be helpful in making the Scope and Sequence more effective and suitable as a means of meeting the needs of the limited-English proficiency students:

(1) not effective
(2) less effective
(3) moderately effective
(4) very effective
(5) most effective

	1	2	3	4	5
1. In-service on how to use it.	___	___	___	___	___
2. Sample packets of lesson plans on how to use it.	___	___	___	___	___
3. Demonstration lessons on how to use it.	___	___	___	___	___
4. Reprinting to make it more attractive.	___	___	___	___	___

D. Other comments/suggestions:

_____

_____

_____

_____

MH/11p

APPENDIX D

A MANUAL FOR THE ASD BEP REVISED SCOPE AND SEQUENCE, K-3

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INTRODUCTION

The Revised ASD BEP Scope and Sequence, K-3 is a graduated list of minimum English competency skills expected of a Limited-English Proficiency (LEP) student in order to mainstream him/her into the regular classroom.

Primarily, it was developed to assist members of the ASD BEP staff in the preparation and execution of their daily lesson plans designed to meet the needs of their LEP students.

The current form of the ASD BEP Scope and Sequence, K-3, which is the result of revising the original version in 1981, is organized into three columns: Phonology, Lexicon and Syntax. Based upon a study of various materials being used by members of the ASD BEP staff and those available at the ASD BEP Resource Center, including the ASD Language Arts Curriculum, this list of skills presents the minimum in English skills that an LEP student needs to acquire so that he/she may be able to function in the mainstream classroom.

This Manual is designed to facilitate the effective use of the Scope and Sequence, K-3 and promote good teaching.

NAME: _____

ENTRY: _____ EXIT: _____

ANCHORAGE SCHOOL DISTRICT
BILINGUAL EDUCATION PROGRAM

SCOPE & SEQUENCE, LEP, K

SCHOOL: _____

LANG. CAT: _____

PHONOLOGY (Pronunciation)	M	LEXICON (Essential Vocabulary)	M	SYNTAX (Grammar)	M
1. Stress and Intonational Patterns a. discriminates stress and intonational patterns b. uses contrastive stress 2. Sound Blending 3. Initial, Medial and Final Consonants Repeat: /h/ /n/ /m/ /p/ /w/ /k/ /f/ /b/ /g/ /d/ /y/ /l/, /l/ blends /r/ blends /z/ /č/ 4. Auditory Discrimination a. distinguishes and repeats melody patterns b. recognizes environmental sounds c. imitates d. distinguishes variations in pitch e. detects likenesses and differences in sounds in similar words 5. Rhyming a. recognizes rhyming sounds in words, phrases and verses 6. Listening Comprehension a. develops listening skills b. increases vocabulary through listening		1. Personal Information a. name (recognizes own name in print) b. address/phone number c. greetings d. survival responses 2. School/Classroom bathroom/restroom, office, library, nurse's office, gym, classroom 3. Classroom Directions (understands) a. left-right b. top-bottom c. point to d. in-out e. draw a line under f. draw a line to g. circle and X h. yes and no i. on j. over-under k. beginning-middle-ending 4. Needs (expresses thirst, hunger, etc.) 5. Positional Words (understands spatial concepts) up-down in front of-behind over-under left-right top-bottom inside-outside on-in near-far high-low first-last before-after between 6. Parts of the Body (identifies) head, hair, eyes, ears, nose, mouth, neck, chest, arms, hands, fingers, legs, feet, knees, back 7. Time Words (by the hour) 8. Shapes and Containers/Sizes/Textures/Colors (identifies) a. identifies shapes and containers b. describes according to size, shape, and texture c. classifies according to size, shape and texture d. identifies primary, secondary, and earth colors: red, blue, yellow, gray, white, purple, black, brown, green, orange. 9. Function Words (words most commonly used in reading, writing, and following directions) the, and, to, a, you, is, not, on, he, go, I, in, it, we, and will. 10. Numbers a. counts 1-10 b. copies number forms 1-10		1. Personal Information a. What is your name? b. Where do you live? c. What is your phone number? 2. Alphabet a. names capital and lower case forms b. copies letter forms 3. Likenesses and Differences (recognizes likenesses and differences in words and letters) 4. Sequences (recalls objects from memory in sequence) 5. Greater Than and Less Than (knows meaning of) 6. Relates Thoughts 7. Interprets Pictures 8. Verb Tense Forms (uses) a. the verb "to be" b. forms of "do" c. 3rd person singular d. regular and irregular past tense e. future/past/present/present progressive f. passive tense g. negative form h. commands (directions) 9. Nouns, Pronouns, Verbs (the idea of) a. identifies (orally) b. separates verb from adverb c. substitutes pronoun in place of subject (I, he, she, you, we, they) d. recognizes derivational ending for nouns (i.e., farm-farmer) 10. Contractions (uses) 11. Infinitives (incorporates infinitives into the sentence) 12. Auxiliary Verbs (can, do, may) 13. Conjunctions (and, but, yet, etc.) 14. Prepositions (in, on, at, to, into, around, under) 15. Interjections (determines, identifies, and uses) 16. Questions a. simple yes/no response b. with do/does c. uses question words in sentences (what, where)	

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NAME: _____

ENTRY: _____ EXIT: _____

ANCHORAGE SCHOOL DISTRICT
BILINGUAL EDUCATION PROGRAM

SCOPE & SEQUENCE, LEP, 1

SCHOOL: _____

LANG. CAT: _____

PHONOLOGY (Pronunciation)	M
1. Initial, Medial and Final Consonant Sounds a. recognizes likenesses and differences in beginning sounds b. recognizes likenesses and differences in final sounds c. identifies initial consonant sounds d. uses in medial and final positions: /l/, /l blend/, /n/, /t/, /r/, /r blend/, /ŋ/, and /č/ e. discriminates between initial single consonant sounds and blends	
2. Long (-) and Short (v) Vowels a. recognizes differences in vowels b. identifies ă, ĕ, ĭ, ŏ, ŭ in words (pat, pet, pit) c. identifies ā, ē, ī, ō, ū in words (ape, creek)	
3. Auditory Discrimination a. identifies voice pitch changes b. detects likenesses and differences in paired words	
4. Rhyming a. listens and supplies rhyming words b. discriminates between rhyming and non-rhyming words	
5. Initial Digraph a. identifies initial digraphs in words	
6. Alphabet a. discriminates letters of the alphabet orally b. names, capital and lower case	

LEXICON (Essential Vocabulary)	M
1. Clothing shirt, pants, pajamas, hat, belt, jeans, skirt, blouse, underwear, dress, mittens, shoes, socks, sweater, jacket, scarf, coat, bathrobe, slippers and suit	
2. Fruits and Vegetables apple, banana, bean, strawberry, pear, carrot, pea, orange, potato, tomato, lettuce, onion, corn, grape, lemon and cherry	
3. Foods and Utensils meat, fish, milk, bread, juice, butter, fruit, cookie, pie, cake, knife, rice, fork, spoon, cup, glass, plate and napkin	
4. The Family mother, father, son, daughter, husband, wife, brother, sister, aunt, uncle, cousin, grandmother, grandfather, granddaughter, grandson, niece and nephew	
5. Health sick, cold, fever, pill, medicine, headache, cut, blood, bandage, shot, sore throat, stomach ache, heart, bone, toothache and ouch!	
6. Activities to stand (up), to sit (down), to lie down, to walk, to jump, to sleep, to eat, to run, to play, to wash (oneself), to write, to read, to carry, to climb and to talk	
7. Numbers a. 1 - 20 b. ordinal numbers: first-third	
8. Domestic Animals fly, pig, cow, fish, goat, rabbit, turtle, snake, horse, chicken, cat, bee, dog, mouse, sheep and bird	
9. Function Words (Words most commonly used in reading, writing and following directions) have, get, do, can, has, what, come, no, make, may, two, like	
10. Days, Seasons and Weather	
11. School Personnel principal, teacher, nurse, student, secretary, custodian, librarian, tutor, cook	
12. Parts of the Body (identifies) tongue, tooth(teeth), ankle, toe, throat, elbow	

SYNTAX (Grammar)	M
1. Verb-Tense Form a. uses regular present and past tense forms b. uses regular and irregular verb forms c. "like to" and infinitive	
2. Alphabetical Order a. writes letter forms in random order b. rearranges words in alphabetical order according to first letter	
3. Basic Sentences a. discriminates between complete and incomplete sentences b. associates sentence with group of words that express an idea c. uses complete sentences d. unscrambles sentences to form correct subject, verb, object order e. copies sentences correctly f. distinguishes between questions and statements g. uses a question transformation h. understands passive construction	
4. Singular-Plural Verbs, Nouns and Pronouns a. selects singular, plural forms of verbs is and are b. identifies singular and plural noun forms c. identifies singular, plural, subject pronouns (I, we, etc.) d. adds "s" to form plural nouns	
5. Adjectives (uses comparisons- "er" and "est")	
6. Possessive Pronouns (my, his, her, your, their) (recognizes and uses possessive pronouns)	
7. Phrases and Clauses a. identifies first part of sentences as "what" (noun phrase) b. identifies last part of sentence as "what happened" (verb phrase) c. repeats fifteen syllables in meaningful sequence	
8. Contractions - Spells Correctly (won't, didn't, doesn't)	
9. Determiners, Prepositions, Conjunctions and Auxillary a. uses structure words in creating stories about pictures	
10. Affixes and Root Words a. identifies affixes and root words	
11. Capitalization a. capitalizes proper nouns and adjectives b. uses capital letters for first word of sentence	
12. Punctuation a. uses a period at the end of a statement and abbreviation b. uses end punctuation correctly (.), (?) c. uses punctuation as a guide to meanings	

M: Mastery

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ANCHORAGE SCHOOL DISTRICT
BILINGUAL EDUCATION PROGRAM

SCOPE AND SEQUENCE, LEP, 2

SCHOOL: _____

LANG. CAT.: _____

PHONOLOGY (Pronunciation)	M	LEXICON (Essential Vocabulary)	M	SYNTAX (Grammar)	M
1. Sound Blending a. blends separate sound elements of words and says word b. says words slowly after being presented at normal rate 2. Initial, Medial and Final Sounds a. recognizes likenesses and differences in beginning sounds b. identifies final letters that make ending sounds in words c. substitutes initial sounds to form new words d. uses in the initial, medial and final positions: /š/, /ž/, /b/, or /ŋ/, /v/, /s/, /s blends/ 3. Consonant Sounds and Blends a. indicates position of given consonant in a word b. identifies consonant blend in initial position c. identifies single consonants and blends 4. Vowel and Vowel Sounds a. understands vowel letters b. identifies vowels c. deduces that there are 2 sounds for each vowel d. identifies letters that make short vowel sounds e. applies short vowel principle f. identifies long vowel sounds g. identifies words beginning with long or short vowels h. identifies words containing a given long or short vowel i. substitutes medial vowel to change word j. identifies words having same vowel sounds but different spelling k. diphthongs (oi, oe, ou) l. understands function of 'y' as vowel and beginning consonant 5. Rhyming a. imitates rhythm patterns b. discriminates between rhyming and non-rhyming words c. rhymes words orally d. substitutes initial consonant blends using same ending letters		1. The Home bathroom, bedroom, roof, closet, window, door, kitchen, stairs, dining room, floor, garage, yard, living room, wall 2. School chair, desk, entrance, exit, door, paper, playground, bookcase, book, chalkboard, pencil, eraser, clock, calendar, map, pen, bulletin board, swing, chalk, lunch, recess 3. Food hot dog, steak, salt, pepper, egg, sandwich, sausage, hamburger, ham, cereal, ice cream, sugar, nuts, ice, butter, juice, candy, turkey, salad, coffee, tea, cheese, chocolate 4. Telling Time on the hour, twelve o'clock (noon) and twelve o'clock (midnight) 5. Zoo Animals lion, bear, monkey, zebra, camel, shark, elephant, deer, whale, hippopotomus, alligator, rhinoceros, tiger, dinosaur, giraffe, eagle 6. Opposites man/woman, girl/boy, old/young, short/long, fat/thin, big/small, pretty/ugly, cheap/expense, slow/fast 7. Numbers a. 1-50 b. ordinal numbers: first-tenth 8. Function Words (Words most commonly used in reading, writing and following directions) of, at, very, they, good, for, this, my, any, by, that, with, our, which, up, your, all, am, came, out, be, but, one, or, her, are, would, there, none, as, was, she, us, well, here, did, his, how, him, see, say, after, were, please 9. Emotions (feelings) 10. Fruits/Vegetables cabbage, cantaloupe, celery, coconut, grape, cucumber, grapefruit, melon, peanut, pepper, pineapple, plum, spinach, strawberry		1. Alphabetizing a. writes capital letters in order b. writes words in order by first letter c. given 5 letters, arranges alphabetically d. given 5 words, chooses words that should be first and last in alphabetical order 2. Noun, Pronouns, Verbs, Adjectives and Adverbs a. identifies correct meaning of nouns, verbs, adjectives, adverbs, prepositions and conjunctions b. uses subject pronouns for nouns c. adds "s" for subject-verb agreement d. adds "s" to plural nouns 3. Verb Tense/Form a. creates sentences using past tense b. uses present and past tense of "be" c. changes a verb in present tense to past by adding "ed". d. past irregular verb form (ate, drank, did, went) 4. Contractions uses contractions 5. Compound Words given a list, divides between the two words 6. Synonyms, Antonyms, Homonyms - Comprehension a. synonyms (similar meaning) b. antonyms (opposite meaning) c. homonyms (similar meaning) 7. Question Words a. identifies question words b. determines answers to questions - what, where, when, who, why, how 8. Syllabification a. recognizes two-syllable words auditorally b. divides words into syllables 9. "ing" forms and pronounces words ending in "ing" 10. Possessives a. creates oral sentences with possessives b. recognizes 's as construction form 11. Prepositions uses: beside, between, on, in, under and behind 12. Punctuation a. identifies and uses (.) and (?) as signaling end of sentence b. uses exclamation mark (!)	

M: Mastery

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ANCHORAGE SCHOOL DISTRICT
BILINGUAL EDUCATION PROGRAM

SCOPE AND SEQUENCE, LEP, 3

SCHOOL: _____

LANG. CAT.: _____

PHONOLOGY (Pronunciation)	M	LEXICON (Essential Vocabulary)	M	SYNTAX (Grammar)	M
1. Sound Blending Blends to make words		1. Household Items frying pan, kettle, radio, broom, tablecloth, vacuum cleaner, (electric) fan, (electric) blender, clothes dryer, clothes washer, napkin, blanket, pillow, towel and television		1. Alphabetizing a. given five words beginning with different letters, arranges them alphabetically b. uses alphabetical organization in a wide variety of reference work	
2. Initial, Medial and Final Sounds a. uses voiced 'th' in initial medial, and final positions b. identifies initial single consonant blends		2. Furnishing couch (sofa), chair, table, sink, stove, toilet, dresser, curtains, bathtub, bed, rug (carpet), waste (paper) basket, refrigerator (icebox), pictures and bookcase (shelves)		2. Syllables/Syllabicating a. gives definition of syllable b. writes number of syllables in two-syllable word by counting vowel sounds c. underlines words in which "ed" adds another syllable	
3. Long and Short Vowels a. identifies short vowels in words by listening for sounds b. develops understanding of principle of one vowel at end of word or syllable		3. Accessories bathing suit, belt, button, tie, boots, umbrella, purse, gloves, wrist watch, necklace, scarf, shorts, wallet, glasses, ring & hairbrush		3. Apostrophe 'S' a. forms plural of numbers and letters by adding 'S' b. writes plural of regular nouns by adding 'S' or 'ES' c. underline word that shows object owned, not owner of object	
4. R Controlled Vowels a. distinguishes between words containing R controlled vowels and other vowel sounds		4. Numbers a. count by tens to one 100 b. count by hundreds to 1000 c. count by fives to 100		4. Homonyms a. defines homonyms b. selects correct word from a pair, given a list of incomplete sentences	
5. Blends and Consonant Digraphs a. discriminates between consonant digraph sounds and creates new words using these sounds b. identifies following blends or digrpahs that make ending sound in a word		5. Telling Time a. five forty-five b. four thirty c. ten after three d. twelve thirty e. one twenty f. four thirty-five		5. "S" Plurals a. is able to write singular and plural form of nouns	
6. Rhyming a. given 5 words, picks out one that does not rhyme b. identifies rhythmic sound patterns c. discriminates between rhyming and non-rhyming words		6. Transportation airplane, sailboat, helicopter, steamship, ballon, car, highway, motorcycle, bus, cab, train, truck, taxi, bicycle, canoe, airport and boat		6. Contractions a. matches a contraction with 2 words from which it is made b. writes two words from which a consonant is made c. given 2 words, writes the contraction	
		7. Calendar a. days of the week b. months of year c. day d. week e. month f. year g. date		7. Writes/Completes Basic Sentence a. identifies sentences b. identifies the subject of a basic sentence c. distinguishes correct subject verb agreement d. substitutes subjects of different kinds into sentence patterns e. identifies predicate of a basic sentence f. forms correct "ask-tell" constructions g. completes sentence selected form a possessive, a plural, or a contraction h. chooses meaningful word to go in blank in a printed sentence by discriminating between beginning sounds of similar words i. corrects word order in relative clauses	
		8. Function Words about, been, could, cut, draw, got, had, if, just, know, long, much, over, only, shall, start, try, when, work		8. Compound Words a. circles two words making up compound word b. tells that compound word is one word made up of two shorter words c. completes compound word in meaningful sentence	
				9. Possessive Pronouns a. uses pronouns in various syntactical structures	
				10. Common and Proper Nouns a. forms common and proper nouns in sentences	
				11. Word Endings a. selects words with ending that means more or most (er or est) b. supplies ending meaning more or most (er or est)	
				12. Pronouns a. understands pronoun references b. uses pronoun agreement	
				13. Noun Phrases a. identifies noun phrases in sentences b. identifies noun phrases that function as subject c. identifies noun phrases that function as object d. identifies as prepositon	
				14. Verb Tense Form a. writes "ed", "d", or "t" after verb in past tense to show sound "ed" b. writes present tense, 3rd person singular form of verb by adding "s" to verb c. writes present participle of verb by adding "ing" d. writes present participle of verb ending in consonant, preceded by single vowel, by doubling consonant before adding "ing" e. writes present participle of verb ending in "e" by dropping "e" and adding "ing"	

M: MASTERY

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PROCEDURES FOR ADMINISTERING THE ASD BEP SCOPE AND SEQUENCE, K-3

1. Determining the LEP Student's Needs

2. Soliciting the Classroom Teacher's Assistance

3. Examining the LEP Student's School Records

4. Setting Student Goals to be Achieved

5. Preparing a Daily Lesson Plan

6. Sample Lesson Plans

I. DETERMINING THE LEP STUDENT'S NEEDS

A. Introduction

More frequently than not, the LEP student would be two or even three grade levels below his/her chronological grade level in English proficiency. With this in mind, the bilingual teacher/tutor will do well to start testing the student at two levels below his designated grade (e.g., Test a third-grade LEP student on items listed under Scope and Sequence, Grade 1). With a copy of the Scope and Sequence in front of him/her, the bilingual teacher/tutor then proceeds to "interview" the LEP student, asking him/her questions prepared beforehand to find out which items/skills listed under the appropriate Scope and Sequence the student has not acquired.

B. Using the Structured Interview

This manual suggests the use of the Structured Interview to determine which linguistic items or skills the LEP student needs to perfect or acquire.

1. Description (or Definition)

The Structured Interview is a formal or informal conversation between the bilingual teacher/tutor and the LEP student. It is an oral exchange whose aim is to elicit from the LEP student sounds, words and structures critical to a particular grade or level in order to ascertain his/her specific language needs in terms of the ASD BEP Scope and Sequence, K-3.

2. Preparing the Structured Interview

a. Determining the kinds of questions to ask

Asking the appropriate questions or seeking information in the appropriate way is a significant factor in the effective use of the Structured Interview as a diagnostic tool.

The following is a summary of the kinds of questions one may use in testing the student's knowledge of English phonology, lexicon and syntax and examples to illustrate them. However, the choice of appropriate questions to ask depends not

only upon the teacher/tutor's discretion but also upon the item/skill being tested as well as the type of desired student response.

(1) Sounds (Phonemes)

(a) Prepare a list of minimal pairs or pairs of almost identical items that bear one phonemic difference (e.g., cop - cup). Inserting these pairs in a set of word pairs that are identical, ask the LEP student to indicate whether they are the same or different (e.g., cloak-clock, hot-hut, pan-pan, top-tap, car-car).

(b) Prepare a list of words (e.g., with the initial /m/ sound - man, monkey, etc.). Ask the student to repeat the words after you.

(c) Prepare a list of words (e.g., with the initial, medial or final consonant /g/ - good, digging, dog, etc.). Ask the more advanced student to read them (e.g., Grade 1 or above).

(2) Vocabulary

(a) Prepare and ask direct questions that require specific answers (e.g., "What is your name?").

(b) Prepare and give oral directions to be carried out (e.g., "Point to the pencil on top of your desk.").

(c) Prepare and show pictures of items to be identified (e.g., a picture of a carrot).

(d) Prepare actions to be labeled. Using pictures or gestures, ask the student to identify orally each action, (e.g., the picture of a smiling face for the word "happy").

(3) Structures

(a) Ask questions that can be answered by yes or no (e.g., "Are you a student?" Is it snowing today?").

(b) Using a picture as a stimulus, ask alternative questions (e.g., "Is the girl happy or sad?").

(c) Ask tag questions (e.g., "You are a student, aren't you?").

(d) Ask WH-questions (e.g., "Who is your teacher?" "What are you studying?" "When are you going home?").

b. Determining the length of the interview

If the object of the interview is simply to find out which linguistic items or skills the LEP student needs to master or acquire, then a minimum of two items or two chances of eliciting the correct response from the student is adequate (e.g., to determine the student's ability to pronounce the beginning sound /r/, asking him/her to repeat the words "run" and "rat" would be sufficient). In testing the primary LEP student, keep in mind also that the average primary learner's attention span is about twenty minutes

and being asked to perform beyond that limitation would require either a short break or a change of pace or even a change of situation. Testing the primary child beyond his/her mental and physical endurance would inevitably render the test invalid.

C. Determining the Student's Proficiency Level

As the student responds to the "interview" questions, the teacher/tutor marks off under the mastery (M) column which items/skills the student has acquired. Because this Structured Interview is aimed at diagnosing the LEP student's needs, it is only necessary to determine which items/skills from the Scope and Sequence have or have not been mastered by the student. The results of this assessment procedure will indicate which grade level the student is apt to be in (i.e., If the student, according to the results of the interview, has acquired 75% or more of the skills/items in a particular grade level, then the student is considered to have arrived at the next grade level).

D. Deciding What Type of Materials to Use

Depending upon the task or activity, the bilingual teacher/tutor may choose to use commercially-produced or teacher-made materials. In another section of this manual, a list of commercially-produced materials to use with the Scope and Sequence available at the ASD BEP Resource Center is provided. The thing to remember when deciding which type of materials to use in a particular activity is to choose those which include items relevant to the student such as objects within his/her immediate environment and those which are most practical for the teacher to acquire (i.e., classroom objects, pictures, magazine cut-outs, etc.).

II. SOLICITING THE CLASSROOM TEACHER'S ASSISTANCE

Another effective means of using the Scope and Sequence as a basis for determining the LEP student's needs is to prepare a checklist based on the Scope and Sequence which includes a column for checking mastery of skills and to ask the student's classroom teacher to mark which linguistic items or skills he or she feels the student needs, after the tutor has briefly explained background information concerning the Scope and Sequence to the teacher.

III. EXAMINING THE LEP STUDENT'S SCHOOL RECORDS

If this is permissible and if the information is available, the bilingual teacher/tutor may also find that studying the LEP student's records (test scores, teacher comments, etc.) against the Scope and Sequence might reveal some valuable data which he or she can use to give further direction to the student's individual program of study.

For instance, Iowa Test of Basic Skills scores might indicate a total language usage score at 42% which means that the student qualifies for bilingual assistance (i.e, bilingual assistance is prescribed for students with scores below 50%). Other pertinent information such as a student's need for speech therapy might well lead to the realization that what the student really needs is bilingual assistance instead of speech therapy, after further assessment (i.e., Spanish-speaking students have difficulty pronouncing the English /y/ since the Spanish /y/ is pronounced differently).

IV. SETTING STUDENT GOALS TO BE ACHIEVED

Once the student's needs have been identified in terms of the skills provided for in the Scope and Sequence, goals for study can be set.

Goals are general statements of long-term behavioral objectives written on the basis of the Scope and Sequence (e.g., the student will learn the vocabulary items listed under Lexicon for Scope and Sequence, Level K at the end of the year.).

V. PREPARING A DAILY LESSON PLAN

After goals for study have been established for the LEP student, daily lesson plans then need to be prepared. Suggestions for developing lesson plans follow.

A. An Outline of a Daily Lesson Plan

Every daily lesson plan will contain, in general, an instructional objective, a list of materials to be used, procedures to be used in presenting the lesson, and follow-up activities.

1. Instructional Objective: A statement of expected student performance at the end of the lesson presentation (e.g, The student will be able to form the written or spoken plural of common nouns by adding "s" to the nouns).

2. Materials: A list of materials needed to introduce or clarify concepts in the lesson and/or materials to be used by the students. These may be real objects, pictures, books, magazines or worksheets that the student needs to use.

3. Presentation: This includes the several steps involved in teaching the lesson.

    a. Introduction: When a new lesson is introduced, learning is more effective when the students' interest is aroused and even more so when they can relate past experiences to the new lesson. Interest can be aroused by introducing the lesson with visual aids such as pictures or movies or by inviting a special guest to speak before the class.

When attempting to help the students relate to the new lesson, one can ask questions related to the topic such as: "Have you ever been to the zoo?" Or "Do you live near the zoo?"

b. Development of the New Lesson: Once the students know what the new lesson is going to be, they will, hopefully, be receptive to the actual presentation of the item or concept to be learned. In developing the new lesson, give as many examples as possible of the new item or pattern to be learned. Try not to depart or digress from the main topic and, if possible, state brief summaries of every step of the lesson as it progresses.

c. Practice: After the students have recognized or understood the new concept or pattern to be learned, it is necessary to practice the pattern or apply the concept. This means that the students should be given opportunities (oral or written or both) to use the pattern or concept and for constant repetition of the exercise.

Drill or practice only one item at a time (refer to Drills under Selected Teaching Strategies in a later section in the manual).

d. Follow-up: This is an extension of the lesson that provides the necessary added practice of the new lesson learned. Since this activity is performed without the teacher's or tutor's guidance, it is usually given in the form of worksheets or similar written manner.

SAMPLE LESSON PLANS

The following samples of a detailed lesson plan are so designed so that in teaching phonology, lexicon and syntax items to the LEP student, the four language skills of listening, speaking, reading and writing are integrated into the actual lesson presentation. Communicative activities have also been incorporated either in the practice sections of the lesson plan presentations or in the follow-up portions.

Since most tutoring sessions at the primary level last only 30 minutes, these sample lesson plans are designed for half-hour sessions.

SAMPLE LESSON PLAN #1 (PHONOLOGY)

This sample lesson plan is designed for an LEP student in grade level 3 who has already learned the difference between rhyming and non-rhyming words. However, a review of this concept is provided for in the lesson plan in the introduction portion of the lesson presentation. It addresses item 3.6.a of the Scope and Sequence third grade level PHONOLOGY.

INSTRUCTIONAL OBJECTIVE: Given five words, the student will be able to pick out the word that does not rhyme.

MATERIALS: Linguis Tricks (level 1), Circle of Rhymes, paper and pencil, colored markers, laminated pictures of objects whose names rhyme and pictures of objects whose names do not rhyme, rhyming worksheet.

PRESENTATION:

Teacher Activity	Student Behavior
Introduction:	
1. Teacher explains Linguis Trick (level 1) Rhyming card game.	1. Listens 2. Participates.

Teacher Activity	Student Behavior
2. Sets up game. First game is played face up to minimize explanations of game rules. Play at least two games with student.	
3. Says: We have just played a game pairing off rhyming words. Do you understand what we mean by rhyming words?	3. Answers: Yes.
Development	
4. Says: I would like to show you some pictures whose names are rhyming. These are some pictures here whose names do not rhyme. Take a look at the pictures and collect those that rhyme and those that don't.	4. Takes cards and separates them into two piles: rhyming and non-rhyming.
5. Says: Now, let's see if you can tell me words that rhyme with the following: car, ___, ___, ___, ___; pit, ___, ___, ___, ___.	5. Says: (Car), tar, bar, far, jar; (pit), it, bit, hit, mitt.
6. Says: I will give you a list of words. Four of them rhyme ; one of them doesn't rhyme with the rest of them. Let's see if you can pick out the word that doesn't rhyme. Cub, tub, pub, rub, but.	6. Says: but

Teacher Activity	Student Behavior
Practice:	
7. Says: Let's try another rhyming game. This is called Circle of Rhymes. (Explains directions for the game. Plays at least two games with the student).	7. Listens and participates.

FOLLOW-UP: For follow-up the teacher/tutor may give the student a worksheet on which are printed sets of five words, four of which rhyme. Using the worksheet, the student may then be asked to pick out all the words that do not rhyme in each set of five words by underlining the non-rhyming words.

SAMPLE LESSON PLAN #2 (LEXICON)

This sample lesson plan is designed for a monolingual student entering kindergarten for the first time. It addresses items 1.a and 1.c of the Scope and Sequence Kindergarten level LEXICON.

INSTRUCTIONAL OBJECTIVE: The student will be able to understand, repeat, and correctly respond to

a. a common greeting

b. the question "What is your name?"

MATERIALS: paper, pencil, pictures of a boy and a girl, colored markers, small paper bags (sandwich size), index cards, tape.

PRESENTATION:

Teacher Activity	Student Behavior
Introduction:	
1. Says: "Hello. My name is Mrs. Smith. What is your name?"	1. Listens.

Development:

	Teacher Activity	Student Behavior
2.	Repeats: "Hello," Can you say 'hello'?"	2. Says: "Hello."
3.	Writes hello on an index card. Says, "Hello."	3. Repeats: "Hello."
4.	Repeats: "My name is Mrs. Smith. Can you say Mrs. Smith?"	4. Says: "Mrs. Smith."
5.	Writes Mrs. Smith on an index card. Tapes index card to chest. Says: "Mrs. Smith" (while pointing at self).	5. Repeats: "Mrs. Smith."
6.	Points to student, asks: "What is your name?"	6. Listens.
7.	Shows a picture of a "His name is John. Say John."	7. "John."
8.	Writes John on an index card. Tapes it to John's picture. "Say John."	8. John."
9.	Shows a picture of a girl. "Her name is Sally. Say Sally."	9. "Sally."
10.	Writes Sally on an index card. Tapes card to the picture of the girl. "Say Sally."	10. "Sally."
11.	"What is your name?" Points to the student. "Say 'What is your name?"	11. "What is your name?"
12.	"My name is Hector. Say My name is Hector."	12. "My name is Hector."

	Teacher Activity	Student Behavior
13.	Writes Hector on an index card. Tapes card to the student's chest. "Say Hector."	13. "Hector."
14.	Prints Hector on paper and asks student to trace it.	14. Traces Hector on paper.
15.	Takes one of the paper bags, cuts out two holes for the eyes of the puppet and colors the rest of the puppet's face. Directs the student to do the same with the other paper bag.	15. Watches teacher and then proceeds to make another puppet out of the other paper bag.
16.	Takes both finished puppets and starts a dialogue between the two puppets. "What is your name? My name is Mary." "What is your name? My name is Danny."	16. Listens and watches.
17.	Holds up puppets to student and says. "This is Mary. And this is Danny."	17. Listens and watches.
18.	Gives one puppet to student and urges him to respond to the other puppet while teacher continues with the dialogue. "What is your name?"	18. "My name is Danny."
19.	"My name is Mary."	19. "What is your name?"

FOLLOW-UP: If the student cannot write at this time, follow-up may be limited to the student's repetition of and responding to "hello" and "What is your name?" using the puppets. If in the course of the lesson the student has mastered tracing his name, in the follow-up section, the teacher can ask the student to trace his name from a dotted printed form, after which he might be encouraged to print it on his own.

Another alternative to non-written follow-up exercise for this lesson is providing the student with a worksheet of action pictures depicting a boy or a girl or both performing varied activities and asking the student to identify who is doing what.

SAMPLE LESSON PLAN #3 (SYNTAX)

This sample lesson plan is designed for the LEP student in grade level 2, who has already been introduced to the meaning and use of a few prepostions (i.e., in, or, at, to, into, around, under) a review of which is conducted in the introductory portion of the lesson presentation. This lesson plan addresses item 11 of the Scope and Sequence second grade level SYNTAX.

INSTRUCTIONAL OBJECTIVE: The student will be able to understand and use prepositions: beside, between and behind.

MATERIALS: Cuisenaire rods, paper and pencil, realia or miscellaneous objects to be on display around the classroom or tutoring environment (i.e., pens, pencils, books, pictures, etc.).

PRESENTATION:

Teacher Activity	Student Behavior
Introduction:	
1. Asks: "Where is the blue pen?"	1. Answers: "It's on the desk."
2. Asks: "Where are you?"	2. Answers: "I am in the classroom."

3. Asks: "When is school over?"	3. Answers: "At three-thirty."
4. Asks: "Where do you go everyday except Saturday and Sunday?"	4. Answers: "I go to school everyday."
5. Asks: "Where do you drop letters to be mailed?"	5. Answers: "I drop letters into the mailing box."
6. Asks: "Where do you wear a belt?"	6. Answers: "I wear a belt around my waist."
7. Asks: "Where is your school bag?"	7. Answers: "My school bag is under the desk."
8. Asks: "Who is sitting beside me?"	8. Answers: "I am sitting beside you."
9. Sets one blue rod beside a yellow red. Asks: "What rod is beside the yellow rod?"	9. Answers: "The blue rod is beside the yellow rod."
10. Asks: "What is beside the door?" (i.e., prearranged object).	10. Answers: "A picture is beside the door."
11. Sets an orange rod between the blue and the yellow rods, Asks: "What rod is between the blue and the yellow rods?"	11. Answers: "An orange rod is between the blue and the yellow rods."
12. Asks: "Will you place a green rod between the blue and the orange rods?"	12. Sets a green rod between the blue and the orange rods.
13. Asks: "Can you find something that is between you and the door?"	13. Looks around and answers: "There is a desk (prearranged) between me and the door."

14. Asks: "Is there something behind my desk?"	14. Looks to find a book (prearranged) behind the teacher's desk. Answers: "There is a book behind your desk."
15. Asks: "Will you put a black rod behind the yellow rod?"	15. Puts a black rod behind the yellow rod.
Practice	
16. Says: "Let's play a game but first let's practice.	16. Listens.
17. Builds a simple design or structure with five or six cuisenaire rods explaining the steps as she goes along (i.e., I will put this yellow rod between a red and a black rod. Can you say 'between?' Next, I will put this green rod behind the red rod. Say 'behind?' I will also put this little white rod beside the yellow rod. Can you say 'beside?'	17. Watches and repeats as asked: "Between." "Behind." "Beside."

FOLLOW-UP: Depending upon the student's proficiency level, this follow-up can be conducted through the game of building and guessing a structure with either the teacher or the student giving the directions to the other. At this point, a worksheet containing pictures illustrating 'behind,' 'beside' and 'between' may also be given to the student which requires him/her to correctly label the concepts illustrated by the pictures either by writing the correct preposition or by simply circling the correct one, given the prepositional terms.

SELECTED TEACHING STRATEGIES, ACTIVITIES AND MATERIALS TO USE WITH THE ASD BEP REVISED SCOPE AND SEQUENCE, K-3

1. Selected Teaching Strategies and Activities to Use with the ASD BEP Revised Scope and Sequence, K-3

2. Selected Teaching Materials to Use in Teaching Phonology, Lexicon and Syntax

SELECTED TEACHING STRATEGIES AND ACTIVITIES TO USE WITH THE ASD BEP REVISED SCOPE AND SEQUENCE, K-3

These teaching strategies and activities to use with ASD BEP Revised Scope and Sequence, K-3 were selected not only from several sources on teaching ESL but more significantly, from the members of the ASD BEP themselves who have chosen these strategies and activities to use in their teaching. They are presented here simply to provide the bilingual teacher/tutor easy access to different ways of teaching the LEP students. The bilingual teacher/tutor is encouraged to try them, modify them or adapt them to their teaching procedures in any way they see fit. For quick reference, a list of the resources indicated in most of the sections is provided later in the Manual under A Bibliography of References on Teaching Strategies, Techniques and Activities.

SELECTED TEACHING STRATEGIES AND ACTIVITIES TO USE WITH THE ASD BEP SCOPE AND SEQUENCE, K-3

Art Projects

Computer-Assisted Instruction

Cuisenaire Rods

Culture Capsules

Dialogues

Dictation

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Art Projects

Description: An individual or group activity concerned with the creation of objects such as painting, music, etc.

Illustration: In the making of Philippine wind-chimes, available in commercially-produced kits, the teacher will have to introduce cultural background information and provide directions to the student on how to finish the product.

Evaluation/Recommendation: This activity provides listening exercises for the student who has to follow directions on how to develop the finished product. It is very useful in teaching new vocabulary items, presenting cultural information, and providing an avenue for student artistic self-expression. For more ideas on art projects, read Maculaitis, Jean D'Arcy and Mona Scheraga. What to Do Before the Books Arrive and After. San Francisco: The Alemany Press, 1981.

Computer-Assisted Instruction

Description: This is an activity involving the use of computers as instructional tools.

Illustration: The use of computers as instructional tools is extensive including simulation of real world situations (i.e., balancing a checkbook), problem-solving (i.e., computer solving problems programmed by students), tutoring and drill and practice. For drill and practice, the computer program can provide opportunities for reviewing concepts or skills already presented to the student. As in drilling and reviewing, the computer can also present materials to be taught to the student. Depending upon the student's response, the computer may select from one of the programmed sequences to present next and continues presenting such sequences as long as the student is able to correctly respond to them (i.e., a programmed instruction on learning the concept of the counting numbers 1-10 may start with pictures of objects corresponding to the numbers 1-10. After this initial phase of the learning process, the student may be asked to choose the correct number

corresponding to each of several pictures illustrating the numbers 1-10, which can then be followed by an introduction of the word names of each of the numbers 1-10. Depending upon the program already recorded, the student may be provided with three or five opportunities to give the correct response).

Evaluation/Recommendation: While computers provide the much-needed opportunities for repetition and novel presentation of materials to be taught, one must bear in mind that the human element in the teaching/learning process is just as important as the hardware/software. Teachers and tutors need proper training in the use of computers before actually incorporating them into their teaching activities. Also, the use of computers requires that the skills to be taught be broken down to the lowest level and a program developed upon those skills. Computers are effective supplements to traditional instruction and recommended for students who might be alienated by traditional teaching methods.

Cuisenaire Rods

Description: These are colored rods of varied sizes used as manipulative devices in the teaching of language through the Silent Way developed by Caleb Gattegno (Robinett, 1978). These may be obtained from Educational Solutions, 80 Fifth Avenue, 14th Floor, New York, New York 10011.

Illustration: While it is necessary to introduce the rods with simple exercises such as holding up a rod and saying "This is a yellow rod," etc., later on, the teacher can use the rods in teaching both the concept and the lexical item, (i.e., "on" or "under" by simply putting a rod on the table or under the table while saying "I will put the yellow rod on the table" and I will put the rod under the table.") Depending upon the level of the student, the teacher can also play a guessing game with the student by asking the student to describe an object designed from the rods (by the students) or recreate it until the teacher guesses what it is supposed to be.

When the cuisenaire rods are used in this manner, the student not only learns new vocabulary but is also forced to use what items he has previously learned.

Evaluation/Recommendation: Very effective in initiating communicative activities, Cuisenaire rods also help focus the student's attention outside of him/herself when used as manipulative devices in teaching structures and vocabulary (i.e., with cuisenaire rods in front of teacher and student/s, teacher says: "Please give me some yellow rods" or "please take two blue rods and give them to John, etc.").

For rod exercises on teaching syntax and less manipulative rod activities for small or large groups, consult Judy Olsen's Communication-Starters and Other Activities for the ESL Classroom. San Francisco: The Alemany Press, 1979.

Culture Capsules

Description: These are learning activities based upon extremely brief cultural information, generally prepared outside of class but presented during class time.

Illustration: These learning activities may be in the form of student oral reports or teacher-directed discussions. They can also be demonstrations of ethnic cuisine or of situations common/different to native and foreign culture.

Evaluation/Recommendation: Culture capsules are excellent ways to elicit student discussion and are rich sources of new vocabulary. They also provide opportunities for listening and following directions. If adequately prepared, culture capsule activities provide exercise in an extensive array of language skills.

Dialogues

Description: Dialogues are conversations between two or more persons or written compositions in which two or more are conversing.

Illustration: Dialogues can be introduced by setting the scene through mime or visual aids such as slides, maps, etc. Dialogues that demonstrate a grammatical rule need not be memorized. However, dialogues with useful short utterances require some memorization (i.e., "Yes, please." No, thank you."). Dialogues can also be used either in the beginning or at the end of an activity. In preparing dialogues, remember that short dialogues which can easily be memorized are usually more useful than longer ones. Try to make the sentences interesting and natural. Previously-learned vocabulary should also be reinforced (i.e., A. "Whose birthday is it?" B. "It is mine." A. "How are old are you?" B. "I am eight years old." A. "What a beautiful birthday cake!" B. "Thank you.").

Evaluation/Recommendation: Dialogues can be used either to demonstrate a grammatical rule or to provide students with useful expressions to be memorized. Some activities that students can get involved in are preparing puppet plays or skits, creating original dialogues from a picture, or creating dialogues based on problems arising from cultural differences. Here role play may be involved too.

For more communicative activities, use of dialogues and conversation starters, read: Allen, Edward and Rebecca N. Valette. Classroom Techniques: Foreign Language and ESL. New York: Harcourt, Brace and Jovanovich, Inc., 1977.; Christison, May Ann and Sharron Bassano. Look Who's Talking. San Francisco, California: _____ 1981. Dobson, Julia M. Effective Techniques for English Conversation Groups. Rowley, Massachusetts: Newbury House Publishers, Inc., 1974.; Long, Michael. Face to Face. London: Evans Brothers Limited, 1978.; Olsen, Judy E. Winn-Bell. Communication-Starters and Other Activities for the ESL Classroom. San Francisco: The Alemany Press, 1979.; Stanislawczyk, Irene E. and Symond Yavener. Creativity in the Language Classroom. Rowley, Massachusetts: Newbury House Publishers, Inc., 1976.

Dictation

Description: A very good listening exercise, this is a technique in which the teacher reads or says words or sentences to be written by the student.

Illustration: Some examples of dictation exercises include saying numbers for the students to write out, asking the students to write difficult words which are first used in sentences (by the teacher) and than in isolation (i.e., this is a common practice in group spelling test but can also be used as an exercise).

Evaluation/Recommendation: If given at a fast pace, dictation can serve as a test of listening comprehension. A variation can involve the student dictating a short passage to the teacher. The teacher prints the passage and together they read what has been written. For more suggestions, look up Jolly, Constance and Robert. When You Teach English as a Second Language. New York: Book-Lab, Inc., 1974.

Discussion

Description: This is an activity involving the methodical treatment of a topic in speech or writing.

Illustration: The basis for discussion is that which is read, seen or heard. As a discussion is initiated, topics should be kept within the range of the student's vocabulary knowledge. Topics for discussion can either be assigned by the teacher or decided by the students themselves (topics on cultural differences make interesting discussions).

Evaluation/Recommendation: This activity is more appropriate for higher levels but can be adapted for lower level students. Dobson, Julia M. Effective Techniques for English Conversation Groups. Rowley, Massachusetts: Newbury House Publishers, Inc., 1974 would make a good reference for good conversation topics. Another good resource for tips on conducting effective discussions can be found in Hansen-Krening, Nancy. Competency and Creativity in Language Arts: A Multiethnic Focus. Reading, Massachusetts: Addison-Wesley Publishing Co., 1979.

Drills

Description: These are activities designed to provide opportunities for students to practice the grammatical pattern presented in class with minimum direction from the teacher.

Illustration: Minimal Pairs - These are used to teach pronunciation contrasts when the students are given pairs of words almost identical in all components (e.g., dɛd/dæd) and then asked to identify which pairs are the "same" and which are "different." A variation of this activity is providing the students with groups of three words and asking them to identify orally which of the three is different from the other two.

Question and Answer - An exercise well-adapted for use in free and open conversation, it is usually conducted by the teacher asking a question and the student answering by having a free choice of answer (e.g., "What do you do in your free time?" "I watch television.").

Pattern Practice - In this drill, the students are asked by the teacher to transform a pattern or a structure into another (i.e., "This is a desk./That is a desk. It is her birthday./Is it her birthday? He has toys at home./He has new toys at home./He has many new toys at home.").

Repetition - In this exercise, the students repeat the model (containing the new structure to be learned) after the teacher. They may do so either as a group or individually (e.g., Teacher: "How are you?/ student/s: "How are you?' Teacher: "I'm fine, thank you."/student/s: "I'm fine, thank you.').

Substitution - In this drill, the students use another word of the same class in the place of a word in the given sentence (e.g., Teacher: I watch television everyday."/student: "I read everyday."). The teacher may or may not supply a list of cues (i.e., words to be substituted).

Evaluation/Recommendation: While manipulative or mechanical drills (e.g., substitution) are useful in reinforcing a structural item to be learned, one must keep in mind that meaningful drills (e.g., question and answer) are much more effective in helping the student learn the said item. When the students are given the freedom to choose their response/s they will have to rely on their own understanding of the structure/item being practiced (i.e., When setting up a drill for asking WH-questions, the teacher might direct the student/s to interview others on topics of their choice).

For further reading, consult the following references: Saville-Troike, Muriel. Foundations for Teaching English as a Second Language. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1976.; Celce-Murcia, Marianne and Lois McIntosh. Teaching English as a Second or Foreign Language. Rowley, Massachusetts: Newbury House Publishers, Inc., 1979; Jolly, Constance and Robert. When You Teach English as a Second Language. Brooklyn, New York: Book-Lab, Inc., 1974.

Field Trips

Description: This is a visit made by the students and their teacher for the purpose of first-hand observation (i.e., museum, factory, etc.).

Illustration: For instance, when introducing the American fast-food restaurant to the LEP student, the teacher might decide to take his/her students to McDonald's. There, the students can observe how the food is prepared and served to the customers. Not only will the new vocabulary items be realistic to them, they would also have a first-hand experience in one of the aspects of American culture.

Evaluation/Recommendation: Field trips are effective ways of teaching culture, arousing interest, reinforcing learning and adding realism to items learned. They also provide an excellent opportunity for learning new vocabulary items. For tips on planning successful field trips, look up Maculaitis, Jean D'Arcy and Mona Scheraga. What To do Before the Books Arrive and After. San Francisco: The Alemany Press, 1981.

Filmstrips

Description: This activity involves the use of a strip of film (usually 35 millimeters wide) bearing photographs or printed matter for still projection either for pleasure or learning or both.

Illustration: Filmstrips are usually accompanied by records or tapes explaining the materials covered by the filmstrips in more detail. Just like any other visual aid, filmstrips used to introduce a lesson arouse interest. When used during the presentation of the main lesson, they provide variety and therefore sustain the student's interest. When used as supplementary material, they assist the teacher by allowing him/her to take care of one group of students while the others are viewing the filmstrips. These filmstrips may be shown to the students in their entirety at one time or the teacher may choose to stop the film at any point to extend the discussion of an important detail. When choosing a filmstrip to use as a supplementary materials in teaching, the teacher/tutor must take into consideration the level of his/her students and the type of skill/item to be taught.

Evaluation/Recommendation: Filmstrips are best used when arousing student interest and stimulating discussion or even written composition. Some examples of filmstrips worth looking up are: Olsher, Laura and Robert D. Wilson. Beginning Fluency in English as a New Language, 6 volumes. North Hollywood, California: Bowman Records, 1967. and Hefferman-Calera, Patricia. Audio-Visual English, 2 sets. New York: Collier-MacMillan, 1969. Others may be available at the school library. For more information on filmstrips, consult Celce-Murcia, Marianne and Lois McIntosh. Teaching English as a Second Language or Foreign Language. Rowley, Massachusetts: Newbury House Publishers, Inc., 1979.

Flannel Board

Description: This activity makes use of a display board covered with felt or flannel to which suitably-backed matter (usually pictures or representations of objects) adhere when pressed firmly in contact.

Illustration: When introducing or teaching popular folk tales or childrens' stories to LEP students, the teacher may cut out felt representations of the characters in a particular story (e.g., the three little pigs who are the main characters in the story with the same title) and move them around or put them on display on the board as he/she tells the story for the first time. If he/she wishes to do so, the teacher can expand this idea (i.e, make more cut-outs to include the three little pigs' houses, background scenery for each of the houses, etc.). Used in this way, the students are provided not only with visual stimuli to arouse their interest, but also with manipulative material which might be quite helpful, especially in dealing with students who might be shy and feeling insecure in learning the new language.

Evaluation/Recommendation: Because the memorization process becomes easier with the help of visual aids, using the flannel board activity in teaching new vocabulary items is strongly recommended. For more detailed description of this activity, a good resource is: Celce-Murcia, Marianne and Lois McIntosh. Teaching English as a Second Language or Foreign Language. Rowley, Massachusetts: Newbury House Publishers, Inc., 1979.

Also an excellent source of information concerning the preparation of visual aids is Roma, Richard and Boone Brinson. How to Make and Use Your Own Visual Delights. Rowley, Massachusetts: Newbury House Publishers, Inc., n.d.

Flashcards

Description: This is the use of small cards on which are printed words, phrases or directions used as teaching aids.

Illustration: When used with more than one student, or a class, the best size for flashcards is at least 7" X 10". They may be used to teach sound-letter correspondence (i.e., the teacher holds up the letter P while pronouncing /p/ for the students to repeat) or new vocabulary items (i.e., the teacher holds up a card with the word house and sometimes with the picture of a house drawn beside it to illustrate the word while saying the word "house" for the students to repeat).

Evaluation/Recommendation: As visual aids, flashcards are very useful in reinforcing or reviewing previously learned words.

More information on the preparation of and suggestions in the use of flashcards can be found in Finocchiaro, Mary. English as a Second Language: From Theory to Practice. New York: Regents, 1974. Romo, Richard and Boone Brinson. How To Make and Use Your Own Visual Delights. Rowley, Massachusetts: Newbury House Publishers, Inc. is another good resource on making visual aids.

Free Composition

Description: This is another name for expressive writing. Usually reserved for more advanced students who have already learned much of the mechanics of writing and the grammatical rules of the language, when used properly, it can provide an opportunity for students to express their ideas freely.

Illustration: Some examples of self-expression are short stories, poems, nonsense rhymes, journals, personal records of experiences and autobiographical sketches.

In some instances and depending upon the teacher's discretion, the students may be allowed to write freely for at least five minutes or so daily. The emphasis may then be on the length rather than on the correctness of the materials produced.

Evaluation/Recommendation: While this activity is not reserved only for advanced students, care must be taken in choosing topics for beginning ESL students. The emphasis should be on correcting wrong word usage or errors in grammar and syntax that prevent clear understanding of students' writing.

When correcting free composition, it is also recommended that attention be given to only a few faults at a time after the student has been given time to proofread his/her own work.

Games

Description: Games are pleasurable motivating and task-oriented activities with a specific goal which, when conducted according to a set of rules, make learning of any particular item/skill seem like play.

Illustration: When selecting a game to use in teaching a student or group of students, one must consider the possible number of game participants, the level of the participants, the teaching environment, the students' interests, the materials/equipment necessary and the time available to play the game.

Before playing a game, the teacher must make sure that s/he is familiar with the rules of the game and must see to it that the game is adequately prepared for and not used to supplement the lesson at the last minute. While the teacher may participate in the game (when teaching a group), s/he must remain in charge to make sure that rules are not changed in mid-activity and the goal achieved instantly.

An excellent example of materials that can be used over and over again in game-playing is a picture or set of pictures pasted on cardboard and laminated for practicality. One way of using pictures to teach structure may be illustrated by a game called "Yes or No," where the teacher or the student will pretend to be somewhere in his/her mind (using his/her imagination) and ask the other participants to guess where he/she is (e.g., the others will ask, "Are you in the classroom? while the teacher will answer, "No, I'm not." or "Yes, I am.") The answer, of course, will tie in with the scenery in the picture which may be displayed somewhere in the classroom. Another way of using pictures in game-playing to teach vocabulary is by providing the students with pictures where underneath the pictures they can write a word, a phrase or a sentence describing the picture(s). In using pictures in games to teach pronunciation, still another example will be one in which the teacher provides sentences using minimal pairs to find out whether the students can discriminate the different sounds by identifying which object the teacher is naming (i.e, Where is the "hat?" "Where is the "hut?").

Another use of games involves giving the students verbal descriptions/directions while the students draw and complete a picture according to the given directions.

Evaluation/Recommendation: There are several language teaching games that have been commercially-prepared (see the list of Selected Teaching Materials following this section of the manual). However, the teacher can always draw from his/her own creativity in producing games appropriate for his/her students. One aspect of this activity that must be remembered when using it as a teaching aid is that it must always include the element of fun. The following are rich resources for games and suggestions on how to use them in teaching: Lee, W. R. Language Teaching Games and Contests. Oxford: Oxford University Press, 1979.; McCallum, George P. 101 Word Games. New York: Oxford University Press, 1980.; Dorry, Gertrude Nye. Games for Second Language Learning. New York: McGraw-Hill

Book Company, 1966.; Wright, Andrew and David Betteridge and Michael Brickby. Games for Language Learning. Cambridge: Cambridge University Press, 1979.; Hampton, Philip and Jack Upshur. Fun with English. New York: Collier-MacMillan International, Inc., 1975.

Illustrations

Description: This technique involves the use of charts or symbols to illustrate learning concepts, guide oral discussions or written compositions and help promote students' reading comprehension.

Illustration: For instance, to introduce material containing several new vocabulary items to the students, an illustration representing the new vocabulary items can first be shown the students (i.e., an illustration of a ship whose parts are labeled can be used to introduce a story about ships).

To initiate group discussions or to guide written compositions, the teacher can also draw a "map" or a sketch on the blackboard representing the topic to be discussed or written about, after which the students can "brainstorm" on ideas, words or actions associated with the main topic (e.g, a discussion of Christmas traditions might result in the sketch of a Christmas tree on which the teacher attaches several ideas in the form of ornaments associated with Christmas such

as gifts, snow, Santa Claus, party, etc. written around the tree). This discussion can also precede a free composition exercise on Christmas.

Evaluation/Recommendation: While this technique is used primarily to clarify ideas, illustrate meanings of new vocabulary items and guide students' reading comprehension, it can also be used as an aid in arousing students' interests and directing their thinking over a specific topic (e.g., brainstorming).

Language Experience

Description: This is an activity involving the use of the student's personal experience in creating free composition.

Illustration: The student narrates a story on tape. The teacher then writes or prints it as it is on a sheet of paper. (If corrections are to be made, first they must be explained to the student before making the corrections.) The student then reads it. This encourages reading, arousing interest in the printed words as it is drawn from personal experience.

Evaluation/Recommendation: This can be used in teaching phonology (as the student learns to associate the spoken word with the written counterpart), lexicon (as the student discovers new vocabulary to express his or her ideas), and syntax (as the student attempts to express himself or herself grammatically).

For more information on language experience approach to teaching reading, consult: Vacca, Richard T., Ed. The Journal of Language Experience: Volume 2, Number 1, 1980.; Rubin, Andee and Dedre Gentner. An Educational Technique to Encourage Practice with High-Level Aspects of Tests. Cambridge, Massachusetts: Bolt, Beranek and Newman, Inc., 1979.; Celce-Murcia, Marianne and Lois McIntosh, Eds., Teaching English as a Second Language or Foreign Language. Rowley, Massachusetts: Newbury House Publishers, Inc., 1979.; and Carruthers, Corine. Open the Lights, Language Experience for Young Children. Canada: Addison-Wesley, 1982.

Language Master Cards

Description: This activity consists of listening to and reading material on short magnetic strips attached to cards that are played or re-played on a language master machine.

Illustration: The student may record utterances or responses to questions that are recorded on magnetic strips attached on cards that are then run through the machine. When used to teach new vocabulary, this activity can be enhanced by the use of pictures or cut-outs or translations of the items into the native language of the student for quick reference. These can either be teacher-made or commercially-prepared.

Evaluation/Recommendation: This is an excellent way of reinforcing listening, teaching new vocabulary and pronunciation of minimal pairs or sound contrasts and can be done independently by the student. A valuable resource on the use of the Language Master System can be found in Milne, Linda. Language Master Usage Manual. Weston, Ontario: Bell and Howell, Audio-Visual Products Division, n.d.

Another publication describing a variety of activities that the teacher can do with the student using the language master machine is Master It! with the Language Master. Belmont, California: Fearon Pitman Publishers, Inc., 1978.

Puppetry

Description: This is an activity involving the use of a commercially-prepared, teacher-made or a student-made puppet in teaching language skills.

Illustration: When teaching new vocabulary items such as those found in introductory dialogues or greetings, puppetry allows the students to relax and use the puppets as their means to express themselves unconsciously. Puppets may be used to introduce a new pattern or vocabulary to be learned or they can be used to review previously learned items, even summarize the lesson learned after it has been presented. Sometimes, the teacher leads the students in the making of the puppets letting the students assign names to their own puppets or the teacher presents a ready-made puppet names it, and uses it to "talk" or teach the students. A group of students may be assigned to enact a skit they have made or a student may be asked to tell a story through the puppet.

Evaluation/Recommendation: Not only is this activity very effective in removing reservations on the part of the students, it also allows for creativity to flow since the students are focusing on the content of their activity rather than themselves. Somehow the use of puppets takes them out of themselves, so to speak and perform better. For an excellent resource on the preparation and use of puppetry, look up Fulton, Jean. Make a Puppet and Use It. Albuquerque, New Mexico: Southwestern Cooperative Educational Laboratory, Inc., 1969.

Songs

Description: Songs are short musical compositions that are taught the students for the purpose of teaching, reviewing or reinforcing language items or skills being taught.

Illustration: As aids in the teaching of phonology, vocabulary and grammar, songs are valuable not only because they provide a break from the boredom of routine, but because they also provide pleasure to the participants themselves. An action song like "There's a Hole in the Bottom of the Sea" offers the opportunity to understand the concepts of "in" and "bottom" by the motions referring to them in the song. The said piece also introduces new vocabulary items such as parts of a tree (i.e., "There's a twig and a branch and a trunk and a tree in the bottom of the sea, etc."). Moreover, the constant student repetition of teacher-modeled exercises on rhythm, stress and intonation as the student learns the song being taught is an excellent way of providing pronunciation drills.

Evaluation/Recommendation: For further reading on how to use songs as aids to teaching, look up Celce-Murcia and Lois McIntosh, Eds., Teaching English as a Second Language or Foreign Language. Rowley, Massachusetts: Newbury House Publishers, Inc., 1979.

SELECTED TEACHING MATERIALS TO USE IN TEACHING PHONOLOGY, LEXICON AND SYNTAX

The following lists of materials to use in teaching phonology, lexicon and syntax as provided for in the ASD BEP Revised Scope and Sequence, K-3, are the results of an examination made of items available at the ASD BEP resource center and an informal survey conducted with members of the ASD BEP staff who have tried them. They are presented here for possible adaptation and use in individual teaching.

MATERIALS TO USE IN TEACHING PHONOLOGY

Beginners Phonic Flash Cards. Easton, Pennsylvania: Edu-cards, A Division of Binney and Smith, 1976.

Bihn, Beverly. Linguis Tricks, Level 1. Los Angeles, California: Gamecraft Enterprises, 1970.

Bihn, Beverly. Linguis Tricks, Level 2. Los Angeles, California: Gamecraft Enterprises, 1979.

Building Essential Skills Together (BEST) Kit. Oklahoma City: The Economy Company, 1977.

Circle of Rhymes. Birmingham, Alabama: St. Regis Consumer Products, n.d.

Crane, Barbara J. Crane Reading System Picture and Letter Cards. _____: _____, n.d.

Dolch, Edward W. Dolch Consonant Cards. Champaign, Illinois: Ganard Publishing Company, 1960.

Ending Sounds Flip Book. St. Paul, Minnesota: Trend Enterprises, Inc., 1978.

Esibill, Kathy. Language Arts Games and Activities, Grade 3. Fresno, California: School Supply "Distributors," n.d.

Fun with Phonics I: Initial Consonants. North Hollywood, California: Audiotronics, 1976.

Fun with Phonics IV: Short and Long Vowels. North Hollywood, California: Audiotronics, 1976.

Fun with Phonics VI: Vowel Combinations. North Hollywood, California: Audiotronics, n.d.

Fun with Phonics VII: Three-Letter Consonant Blends. North Hollywood, California: Audiotronics, n.d.

Fun with Phonics IX: Silent Consonants. North Hollywood, California: Audiotronics, n.d.

Heilman, Arthur. Discovering Phonics We Use, Teacher's Edition. Chicago: Rand McNally and Company, 1977.

Kelley, Edward L. Form-a-Sound. Oak Lawn, Illinois: Ideal School Supply Company, 1972.

Language Master Audio-Visual Instructional System English Development Program, Set 1 - Practical Vocabulary and Expressions. Chicago: Bell and Howell, 1962.

Maurer, Kenneth. Phonics ETC. Los Angeles, California: Wise Owl Publications, 1973.

McCloskey and June Sark Heinrich. Fun with Phonics X: Syllables. North Hollywood, California: Audiotronics, 1975.

Phonic Picture Cards. Buffalo, New York: Kenworthy Educational Services, Inc., n.d.

Phonetic Word Cards. _____: Teaching Research, 1975.

Phonetic Word Drill Cards Series. Buffalo, New York: Kenworthy Educational Services, Inc., 1972.

Ryono, Susan. Picture Phonics. Palos Verdes Peninsula, California: Frank Schaffer Publications, Inc., 1975.

Rhyming Flip Book. St. Paul, Minnesota: Trend Enterprises, Inc., 1978.

Simmons, Sandra. Advanced Initial and Final Blends. _____: Taskmaster, Inc., 1976.

Simmons, Sandra. Long Vowels. _____: Taskmaster, Inc., 1976.

Sound 'N Spell Alphabet Puzzle. St. Paul, Minnesota: Trend Enterprises, Inc., 1978.

Spennato, Nichols A., et. al. Consonant Blends, Part I: cl, gl, pl, bl, fl, sl, sp, st, sk, sw, cr, br, gr, dr, fr, tr. Paoli, Pennsylvania: Instructo, 1972.

Spennato, Nicholas A., et. al. Long and Short Vowels, Part II: i,o, and u. Paoli, Pennsylvania: Instructo/McGraw Hill, 1972.

Spennato, Nicholas A., et. al. Special Vowel Patterns, Part II: oa, oo, ou, ow, oi, oy, igh, ild, ind. Paoli, Pennsylvania: Instructo/McGraw Hill, 1972.

Structural Analysis for Beginning Readers. North Hollywood, California: Audiotronics, 1976.

Taulbee, Annette. Phonics Activity Cards. Palos Verdes Peninsula, California: Frank Schaffer Publications, Inc., 1974.

Vowel Bingo. St. Paul, Minnesota: Trend Enterprises, Inc., 1977.

Uno. Buffalo, New York: Kenworthy Educational Service, Inc., 1957.

MATERIALS TO USE IN TEACHING LEXICON

Antonym Cards. Niles, Illinois: Developmental Learning Materials, 1973.

Antonym Poster Cards. Springfield, Massachusetts: Milton Bradley Company, 1977.

Association Picture Cards, 1. Niles, Illinois: Developmental Learning Materials, 1968.

Boggle. Salem, Massachusetts: Parker Brothers, 1976.

Brown, Esther. Categories: Foods and Animal Picture Cards. Boston, Massachusetts: Teaching Resources Corporation, 1973.

Brown, Esther. Parts and Wholes. Boston, Massachusetts: Teaching Resources Corporation, 1979.

Categories: Clothing and Household Items Picture Cards. Hingham, Massachusetts: Teaching Resources Corporation, 1976.

Categories: Varied Picture Cards. Hingham, Massachusetts: Teaching Resources Corporation, 1976.

Chaille, David. English as a Second Language. Beverly Hills, California: Easy Aids, Inc., 1977-78.

Chaille, David. Vocabulary Through Pictures. Beverly Hills, California: Easy Aids, Inc., 1979.

Chirinian, Helene. Holidays and Seasons. Palos Verdes, California: Frank Schaffer Publications, Inc., 1981.

Colors Flip Book. St. Paul, Minnesota: Trend Enterprises, Inc., 1977.

Coughran, Lila and Betty Z. Siles. Developmental Syntax Program. _____: _____, n.d.

Cuisenaire Rods. New Rochelle, New York: Cuisenaire Company of America, Inc., 1979.

Dixson, Robert J. Essential Idioms in English. New York: Regents Publishing Co. Inc., 1971.

Duplicate Ad-Lib Cross Word Cube Game. Springfield, Massachusetts: Milton Bradley Company, 1976.

Engelmann, Siegfried, et. al. Distar Language 1, An Instructional System. Chicago: Science Research Associates, Inc., 1972.

Finkel, Lawrence and Ruth Krawitz. Learning English as a Second Language, First through Fifth Levels. Dobbs Ferry, New York: Oceana Publications, Inc., 1972-76.

Functions Picture Cards. Hingham, Massachusetts: Teaching Resources Corporation, 1976.

Grenough, Millie. English: Sing It! New York: McGraw-Hill, 1976.

Homonym Cards. Niles, Illinois: Developmental Learning Materials, 1972.

Homophone Cards. Niles, Illinois: Developmental Learning Materials, 1973.

Lewis, Charlyn Hollenbeck. Size Discrimination and Classification. _____: Taskmaster, Inc., 1976.

Liebowitz, Dorothy Gabel. The Vocabulary Builder. Skokie, Illinois: National Textbook Company, 1979.

Liner, Morton A. The Family. Los Angeles, California: Wise Owl Publications, 1978.

Look 'N Do Activity Cards: Body Awareness. St. Paul, Minnesota: Trend Enterprises, Inc., 1978.

Look 'N Do Activity Cards: Body Parts. St. Paul, Minnesota: Trend Enterprises, Inc., 1975.

Maurer, Kenneth. Fun with Picture Crosswords. Los Angeles, California: Wise Owl Publications, 1974.

Monroe, Marion and Andrew Schiller. My Pictionary. Dallas, Texas: Scott, Foresman and Co., 1975.

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2. A Bibliography of References for Teaching Strategies and Activities

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VITA

Maria Nieves Bumanlag Lilagan Heinrich is a part-time High Intensity Language Training (HILT)/English as a Second Language (ESL) teacher of the Anchorage School District (ASD) Bilingual Education Program (BEP). Originally from the Philippines, she received the degrees of Bachelor of Arts, Major in English, Minor in Secondary Education and Bachelor of Science in Education, Major in English, Minor in Mathematics, in 1964 and 1965 respectively, from the oldest existing private school for girls in the Philippines, the Santa Isabel College of Manila. She arrived in the United States as an immigrant in 1967.

From 1964 to the present, she has taught English, Mathematics and Spanish to students of all levels, from elementary to adult, in the Philippines, Vietnam, South Dakota, Louisiana and Alaska.

A two-time recipient of the National Science Foundation Grant in Mathematics, she has taken graduate Math credits at Simmons College, Boston and Michigan State University, East Lansing, Michigan. Fluent in Pilipino and English, she also speaks two Philippine dialects, Ilocano and Pangasinan, a smattering of Vietnamese and a little French.

Between 1961 and 1963, while pursuing a degree in journalism at St. Paul's College, Manila, she worked as a free-lance writer and published Pilipino short stories through several publishing companies including the G. Miranda and Sons Company. Later, when her mother convinced her that a literary career was not as lucrative as a teaching career, she switched her studies to education to follow her father's footsteps.

After two years of teaching Philippine history, algebra, geometry and English literature to high school students at Santa Isabel College, she traveled to Saigon, Vietnam, encouraged by her uncle, the Philippine Ambassador Marcelino Lilagan, then assigned at the Philippine Embassy in Saigon. While her intention was to teach English at the Vietnamese-American Association, Saigon, she decided instead to accept employment with the Civilian Personnel of the United States Army, Vietnam, as a training instructor to Vietnamese interpreters/translators of the USARV in Saigon. This assignment led to two years of teaching algebra, geometry and Spanish at St. Mary's School in Salem, South Dakota, a small German community. The closure of the parochial school paved the way for her move to Gretna, Louisiana, a thriving New Orleans suburb where she taught Mathematics to middle school students at Trudeau B. Livaudais Middle School. In 1970-71, she went back to South Dakota, that time to teach Mathematics at St. Joseph's Indian School, which is a boarding school for children

from the Sioux Indian Reservations. She moved to Anchorage, Alaska, the next year where she developed and taught a Mathematics Laboratory for Bush students enrolled in the Rural Transit Center, based at Romig Junior High School. She married James Alvin Heinrich of Chamberlain, South Dakota, that same year and has remained in Anchorage hence.

For the next five years, she temporarily retired from the teaching profession to devote her time to her family which now includes Rena Marie, 11 years old, and Aaron James, seven.

She began working as a part-time tutor for the ASD BEP in 1977, became a resource teacher in 1979, and then a HILT/ESL teacher in 1982. Briefly in 1982, she served as a Teacher Expert for the ASD Multicultural Education Program.

With her exposure to various cultures and a variety of teaching conditions and students, her interest in Bilingual/Multicultural Education has increased through her years of teaching. This interest has deepened, particularly in the last five years when, through the Career Development Program initiated by the ASD BEP for the members of its staff, she was given the opportunity to take more courses in the field.

She finds research and workshop presentations extremely challenging and has delivered workshops on the ASD BEP Scope and Sequence, K-3 which she has developed for the Program, and other topics at several teacher in-services in the ASD and at Bilingual/Multicultural Conferences in Anchorage, San Francisco and Washington, D.C.

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